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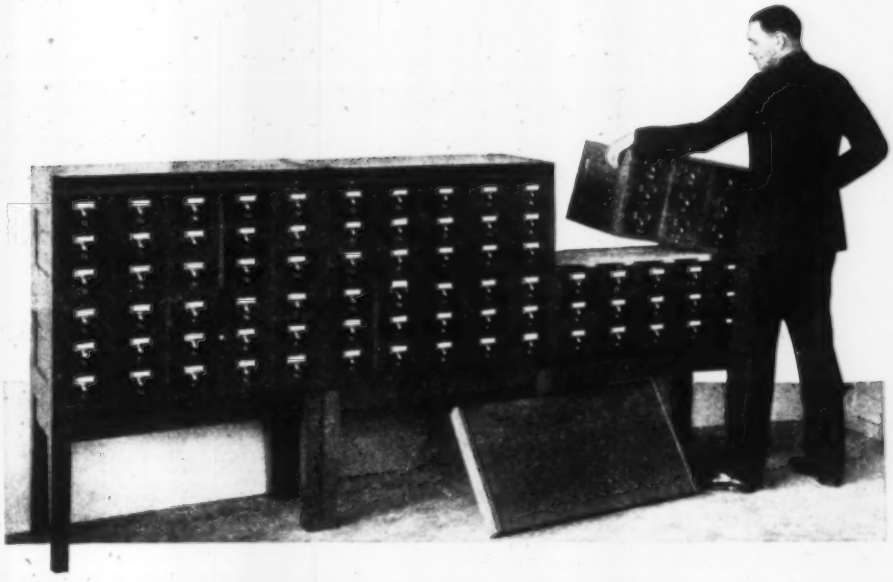

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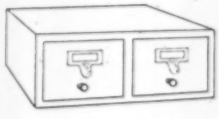

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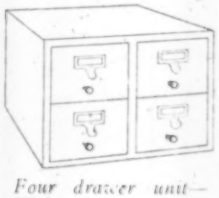

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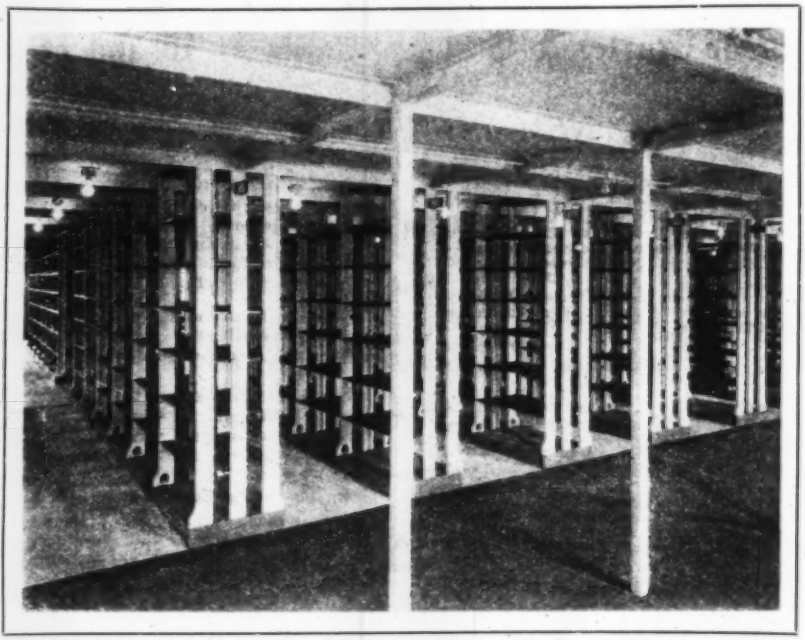

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TWICE-A-MONTH NOVEMBER 1, 1927

How to File Books in Chinese

Methods of Filing Chinese Characters and a System of Book Numbers for Chinese and Japanese Books, by Alfred Kaiming Chiu. Custodian of the Chinese and Japanese Collection at Harvard College Library

IN no place has there been a greater demand for a good system of filing Chinese characters than in the field of Chinese books and libraries. Without a good system, it would be difficult to make an index to a book or arrange the cards in a library catalog. Suppose the English language were without an alphabet and that the words had to be arranged by the number of letters they contain or some other awkward system. That just such a problem has confronted the Chinese librarians for many years is perhaps little realized by their Western colleagues. The Chinese language has no alphabet and the Chinese characters are so complicated that the prevailing systems of arranging them by the number of strokes and according to radicals are very unsatisfactory. As a result very few Chinese books have an index, and such an index is difficult to use. The task of arranging cards in a library catalog and reference to them is greatly handicapped by the difficulty of filing the characters. Fortunately for China and for all foreign students of things Chinese, this difficulty has partly been solved by Mr. Y. W. Wong's invention of a system of Chinese lexicography. Before introducing this new system to Western readers, it may be advisable to review very briefly the different methods which have been used to file Chinese characters.

A Chinese character possesses three things: meaning, form and sound. Therefore all the methods of arrangement have been based upon these three characteristics of the character. The following is a brief account in historical order of these methods.

I. BY MEANING OF THE CHARACTER.

Early lexicographical works, such as the *Erh Ye* (Fifth century B.C.), which is a dictionary of terms found in the Confucian classics, have their words arranged in categories decided upon with regard to the affinity of subjects. This method of arrangement is useful in dictionaries of synonyms, but hardly applicable to general dictionaries, and useless for filing library cards.

II. BY FORM OF THE CHARACTER.

A. *Radicals and Strokes.* 1. Hsü Shen's *Shuo Wen Chieh Tzu* (100 A.D.) is a dictionary of about 10,600 characters classified under 540 radicals. 2. Emperor K'ang-Hsi's *Dictionary* containing over 40,000 characters (1716 A.D.) is based upon Hsü Shen's work, but reduces the number of radicals to 214. This method of arranging Chinese characters according to 214 radicals, and under each radical according to the number of strokes has been followed by later lexicographers until very recently.

B. *Strokes and Radicals.* Many Japanese dictionaries of Chinese characters are arranged first by the number of strokes of the characters, and then by their radicals. The Chinese catalog cards at the Library of Congress are arranged in this way.

C. *By Strokes Alone.* Many interesting experiments have been made by Chinese philologists and librarians during the past few years along this line. A certain number of primary strokes, usually from eight to twenty-five, is selected, and each stroke is given a fixed order, like the letters in an alphabet. The characters are then arranged according to the nature and sequence of the strokes.

The difficulties of arranging characters by radicals and strokes may now be summed up as follows. 1. Unless a person has a knowledge of the historical development of Chinese characters, it is hard for him to know in many cases under what radical a particular character may be found. 2. The assignment of many characters to certain radicals has been arbitrary, and is illogical. 3. Radicals possessing the same number of strokes have no order. 4. Under the same radical many characters have the same number of strokes, and therefore the order of their arrangement cannot be determined. 5. The number of strokes in quite a few characters is not determinable. For instance, a character may have eight strokes according to one person's counting, or nine strokes according to the

counting of another. 6. The counting of the number of strokes and the finding of the radical and of the character under the radical consume much time. 7. The method of arranging characters according to the sequence of the strokes is impracticable, because the strokes in a character have no definite sequence. A certain stroke may be written first by one person, and last by another.

III. By Pronunciation of the Character.

The Chinese method of indicating the sound of a character known as *Fan Ch'ih* was first used by Sun Yen about 400 A.D. The system consists in associating for the expression of a sound of any unknown character, two other known characters, the first of which gives the initial consonant, and the second the final vowel. For example, *li* and *mo* makes *lo; pe* and *ko* forms *po*, etc.

A. *By Rhymes and Tones.* It was according to this system that rhyming dictionaries, such as, *Chi Yün* (600 A.D.) and *Kuang Yün* (100 A.D.), were compiled. Originally, during the Tang dynasty (600-900 A.D.) there were 206 finals and 36 arranged, but later the number of finals was reduced by collecting in the same category all those that rhyme alike. Thus in *Pei Wen Yun Fu* (1704-1711), which is the largest of this class of dictionaries, the characters are arranged under 106 typical finals, distributed among five tones.

Professor Ling Yu-tang recently published in the *Chinese Library Science Quarterly* (for March, 1926), an article on "A New Way for the Indexing of Books," in which he advocated arranging characters in a library catalog or a book-index by their rhymes and tones. According to his system characters are arranged first under thirty-six finals, then by five tones, and thirdly according to four classes of initials.

B. *By Sounds and Phonetics.* The rhyming system is to arrange characters first by vowels, second by tones, and third by initial consonants. This is especially true of Professor Ling's method. The method of arranging characters by sounds and phonetics is to devise a definite system of figuration by which the sounds of all characters are represented. The characters are then arranged according to the alphabetical order of the figuration system. Two such systems of figuration have been used to represent the sounds of Chinese characters.

1. The Chinese Phonetic Script.[1]

The Chinese phonetic script is an alphabet of 39 letters formed from parts of Chinese characters, and is capable of representing all characters by their sounds. The characters can then be arranged according to the order of the letters in the phonetic script or alphabet.

2. Romanization of Chinese Characters.

Another system of figuration used to represent Chinese characters by their pronunciation is the Roman alphabet. The best known of all methods of romanization is the Wade System. As this system is generally familiar to all foreign students of the Chinese language, no description of it will be attempted here.

The difficulties of arranging Chinese characters by their sounds are three in number. In the first place, the pronunciation of characters has not been uniform and standardized. Secondly, all Chinese characters are monosyllabic, and therefore a great number of the characters have the same sound. In the third place, in a library which both Japanese and Chinese will use, a system of orthography which is familiar to the Chinese would not be intelligible to the Japanese, and *vice versa*, because these two peoples pronounce the same characters in totally different ways. The conclusion is now clear that the only feasible way to file Chinese catalog cards in an American library which acquires both Japanese and Chinese books is according to the forms of the characters, which are written on the cards.

IV. Wong's System of Chinese Lexicography.

This scheme, which is invented by Mr. Y. W. Wong, editor-in-chief of the *Commercial Press*, Shanghai, is really a remarkable achievement quite different from anything that has ever been tried before. It is very simple and easy to use, and yet it is thoroly scientific in that it makes use of geometrical positions of a character, which are universally understood by Japanese and Chinese as well as by Europeans. No knowledge of the historical development of Chinese characters, as implied in the radical system, nor even of the order of strokes, as required by the stroke system, is necessary in using Mr. Wong's system. He abandons the age-honored idea of radicals, and classifies all characters by the nature and position of certain strokes. These strokes are those at the four corners of a character, hence the name for his scheme, the "Four-Corner Numeral System."[2] The process consists of reducing every character to a number of four figures; the characters are then arranged by their numbers. The following

[1] *Standard Styles of Chinese Phonetic Script as Promulgated by the Ministry of Education.* Shanghai: Chung Hua Book Co., 1924.

[2] *The Eastern Miscellany Magazine*, Feb. 10, 1926. Shanghai: Commercial Press. (After the manuscript of this article had gone to the printer, an English version of the monograph: *A System of Chinese Lexicography* by Y. W. Wong. Shanghai, Commercial Press, 1926, came to hand. The English version contains illustrated pages of several dictionaries arranged according to this method. For a fuller treatment of the system, the readers are hereby referred to the English edition).

gives a few important steps in this process of reduction:

Number	Stroke	Name
(1)	一 乚	Horizontal and upward pointing stroke
(2)	丨	Vertical stroke
(3)	十	Vertical crossing another stroke
(4)	丿	Left slanting stroke
(5)	𠂇	Left slant crossing another stroke
(6)	丶 乀	Dot, and right slanting stroke
(7)	𠂉 𠂆	Dot and right slant crossing another stroke
(8)	亅	Left hook
(9)	乚	Right hook

2. The strokes at the four corners of a character are then observed, each being given a number. Therefore each character will be reduced to a number of four figures. The order is (a) upper left corner; (b) upper right corner; (c) lower left corner; and (d) lower right corner. Thus the character "Huang" 黃, which means yellow, is reduced to the number (3346). The two upper strokes 十 𠂇 are given 3, 3; the stroke on the lower left corner is a left slant which is 4, and the lower right stroke is a dot which is 6.

3. If a character has only three or two corners, the missing corner is always represented by a cipher (0); *e.g.*, the character "Ting" 丁, which means a full grown man, has only three corners, the lower left corner being 8 and the lower right corner, zero (0). Thus 80 represents the lower corners of this character.

4. When one stroke occupies two corners, as in the character "Ting" 丁, in which the horizontal line occupies the two upper corners, the left corner is always counted first, while the right corner is considered as zero (0). Thus 10 represents the two upper corners. The whole number for this character is 1080.

5. The characters are arranged by the magnitude of the numbers which represent them. Thus the character "Huang" comes *after* the character "Ting," because the number 1080 is smaller than the number 3346.

6. When two characters have the same four corner-strokes, an additional figure put after a decimal point, indicating the total number of horizontal strokes in each character, distinguishes one from another. For example:

口 K'ou (mouth) is 2200.2 (2 horizontals)
日 Jih (sun or day) is 2200.3 (3 horizontals)
目 Mu (eye or to see) is 2200.4 (4 horizontals)

In experimenting with this system, Mr. Wong filed about nine thousand of the most common characters, and the following table is his result:

Characters Represented by One Number	Sum of Such Numbers	Total Number of Characters	Percentage of Characters Filed
1	3198	3198	35.3
2	1017	2034	22.5
3	123	1269	14.
4	224	896	9.9
5	127	635	7.
6	72	432	4.8
7	38	266	3.
8	22	176	2.
9	11	99	1.1
10	1	10	0.1
Total Number of Characters Filed	9017		100%

Arranging Chinese characters by this system, all that one has to remember is the nine different kinds of strokes and their corresponding number. To learn the English alphabet, a child has to master twenty-six letters and their order, but this system has only nine "letters." Therefore it seems easier to learn this system of arranging Chinese characters than the English alphabet for listing English words. There is no need of remembering the 214 radicals as in the old system, nor is it necessary to count the number of strokes in a character, which is a very slow process. The only difficulty lies in the determination of the four corners, for once a person can determine them, the rest of the classification work and arrangement of the order of the corners is mechanical. For the determination of the four corners, the inventor of the system has laid down several rules, which have to do with the nature and position of the strokes. These rules are few in number and easy to master.

Several dictionaries arranged according to this system are in the press, and will soon be published by the Commercial Press, Shanghai. Dr. Shih Hu has written a song as a mnemonic device to help in remembering the nine kinds of strokes and their order. Since the introduction of this scheme at the Chinese Department of Harvard College Library, the writer has received several letters from friends in China recommending the system. The Far Eastern Library at Shanghai, one of the largest libraries in Southeastern China, has adopted this system in filing its catalog cards. Several university libraries are using it, and other libraries will probably follow soon.

A System of Book and Work Numbers

In most old Chinese libraries, books were arranged in a chronological order within each

subject. This is true not only of scientific and technical books but also of works on history, literature and many other subjects. Thus the chronological arrangement of books under each class is the rule in the Catalog of the Imperial Library of the Manchu dynasty. However, many of the modern libraries in China have deviated from this rule, and have adopted other systems of arrangement.

Perhaps the most common method is to arrange books within each subject in the order of their arrival at the library. Either the accession number of the whole collection or that of each class is used to differentiate one book from another in the same class.

Secondly, some libraries arrange books in the same class by the first words of titles or authors. The characters for titles and authors are arranged by strokes and radicals.

Thirdly, an author table based upon the principle of Cutter author marks has been constructed for Chinese surnames. The way is to take the most common surnames, all of which are found in a well-known children's text-book called the "Hundred Surnames," and arrange them in some plan (by the number, nature and sequence of strokes, etc. See methods of arranging Chinese characters, *supra*). After the surnames are thus arranged, numbers are then assigned to them from 1 to 799, which are not necessarily consecutive but proceed by two's or three's arbitrarily, leaving space for inserting new and rare surnames. Numbers 801 to 899 are reserved for corporate names, and those from 901 to 999 for the first words of titles in case of anonymous books.

In Japanese libraries, books of the same class are usually arranged according to the first word of the title or the author's name. The Japanese language uses the same characters as the Chinese, but it has also an alphabet known as the *kana*, which may be described as a syllabary of 49 symbols formed from abbreviated Chinese ideographs, by means of which all Chinese characters can be spelled according to the Japanese pronunciation. The proper names or the first words of titles in Chinese characters are written in the *kana*, and they are arranged according to the order of the symbols.

American libraries with Chinese and Japanese collections have used one or the other of these systems mentioned above. The Gest Chinese Reference Library at McGill University, Montreal, uses accession numbers of each class as book numbers. The Library of Congress Chinese collection employs arbitrary numbers as book numbers for works in the same class.

All of the three methods devised by modern Chinese librarians are no better than the chronological arrangement of old Chinese catalogs and libraries. The defects of using accession numbers as book numbers are obvious to American librarians and need not be discussed here. The arrangement by authors' names or first words of titles, which are in turn arranged according to the old method of radicals and strokes, is unsatisfactory because of the difficulties in that system of filing. The introduction of an author-table does not make the matter easier but only complicates the problem by consuming more of the Chinese librarian's time. The author-table at its best is an indirect way of getting an arbitrary number. Much time is usually wasted in getting the desired number for a particular surname, because of the unsatisfactory and time-consuming method in which the surnames are arranged according to the number, nature, sequence, or what not, of the strokes of characters.

What is the solution then? The problem of book numbers is usually a minor matter in library technique, but a proper solution may help, saving much of the librarian's time in arranging books of the same class. Such a solution is now within our reach. It will be obvious to readers, who study Wong's system of Chinese lexicography carefully, that since his system reduces every Chinese character to a number, that number may be used as an ideal book-number. In other words, Chinese or Japanese books can be arranged "alphabetically" according to authors' names filed by Wong's "Four-Corner Numeral System." My suggestion is therefore only an application of Mr. Wong's system of arranging Chinese characters.

Author Numbers

1. For most books, excepting fiction and biography, a number of three figures is sufficient to distinguish one author from another within the same class. This number may be derived by taking the upper left corner stroke and the lower right corner stroke of the character for the author's surname. This gives two figures. The third figure will be the number which represents the upper left corner stroke of the character for the author's given name. (The forename or given name for a Chinese, man or woman, is usually in two characters, altho more men have their forenames in one character than women.)

2. When two authors have the same surname and forename, or altho having different surnames or forenames, when the two numbers both in three figures representing them are the same, then use a fourth figure for the second author, which should be the number that stands for the lower right corner stroke of the first character for the given name.

3. Altho most author-numbers will be in three figures, yet some authors will have a four-figure number. In both cases, the author-numbers are to be arranged decimally like the

biographical numbers in Brown's *Subject Classification* (pp. 219-233, 1914 edition).

4. For libraries that object to the use of a decimal numbering system, such as Harvard College Library, a four or five figure author-number will be necessary, so as to avoid the confusion which would result from too many authors having the same number. This five-figure author-number will of course not apply to classes that have individual numbers reprinted in the classification for authors, such as philosophers, poets, dramatists, essayists, etc. The fourth figure is to be obtained from the number representing the lower right corner stroke of the first character for the author's given name, and the fifth figure from the upper left corner stroke of the second character of the forename. (In case the author's given name has only one character, the fifth figure will be a zero. This zero is needed in order to avoid confusion in shelving books by pages who have not been taught the working of a decimal system, because otherwise a four-figure number might be put at the head of all the others.)

5. For fiction and biography which are not classified and are arranged simply in "alphabetical" order, it would probably be best to use a four-figure or five-figure author-number at the start.

Title or Work Numbers

Different works of an author in the same class may be distinguished from one another by adding the number (one or two figures) representing the first character of the title to the author-number after a point.

Edition Numbers

When a work has been commented or edited by different persons, which is usually the case with many Chinese classics, the several editions may be differentiated from one another by adding the number representing the editor's surname (one or two figures) to the author-number after a point.

In assigning numbers to represent characters, the strokes at the upper left and lower right corners are usually taken.

In this way all the works of an author or different editions of one work within any one class are kept together in a simple way. Since the numbers can always be derived from the characters for authors' names or titles of books, no time is lost in using such a system. Those familiar with Wong's system of arranging characters knows the method of assigning author numbers.

History of the Advocates' Library

FOR many generations the Advocates' Library in Edinburgh was for all practical purposes the Scottish National Library, but it did not become so in name until October 26, 1925. Post-war conditions had made it impossible for the Faculty of Advocates (which is to say the Scottish Bar) to maintain the library on its usual scale, continuing the facilities customarily afforded the general public, from its own resources. In 1922 the Faculty made a definite offer to present the Library to the nation, with certain reservations. The National Library of Scotland Act was not passed until August 1925, but meanwhile the Government had made a grant of £2,000 a year to enable the Library to carry on, and a gift of £100,000 from Sir Alexander Grant in 1923 solved its immediate financial difficulties.

It was in the reign of King Charles II, in the year 1680, that the idea of the library was conceived, writes W. K. Dickson, librarian of the National Library and formerly keeper of the Advocates' Library, in his historical sketch in the *Library Association Record* for September. On November 18, 1682, the Faculty rented a house in the Parliament Close for the accommodation of the library. In 1684 the Court authorized the appropriation for library purposes of a proportion of the fees of Intrants to the Faculty. The first printed catalog, issued in 1692, showed a collection of 3,140 books. Of 158 pages of catalog the law-books occupy 89. The great fire of February 3, 1700, destroyed the greater part of the buildings in the Parliament Close, including the rooms in which the library was deposited, but the library itself was saved. The Town Council gave permission for the use of part of the Laigh Parliament House, the arched and pillared room under the great Parliament Hall. During the Keepership of John Spottiswoode in 1709, the turning point in the history of the library was reached with the Copyright Act of Queen Anne, which conferred on the library the right to demand a copy of every book entered at Stationers' Hall, a privilege which has been continued by all subsequent Copyright Acts. The right man to deal with the new conditions was found in Thomas Ruddiman, called the second founder of the library, who succeeded Spottiswoode as Keeper in 1730. He carried to completion an author-catalog, a large folio volume of some 25,000 entries, which was printed in 1742. It followed the model of the catalog of the library of Car-

dinal Imperiali at Rome. Ruddiman was succeeded by the most distinguished man who ever served the Faculty as librarian, David Hume. A second volume of the catalog was published in 1776. This supplement was followed by another in 1787 and a third folio in 1807. In 1825 it was resolved to erect the range of buildings extending westwards from the south end of the Parliament House, which the library now occupies, and to dispose of its then quarters in buildings on the south side of Parliament Square to the Society of Writers to the Signet. In 1833 the library was removed to the new buildings. A large extension to the west was completed in 1901, and another extension, including the visitors' Reading Room, now the public reading room of the National Library, was made when the south wing of the Law Courts was built in 1908. The latest printed catalog, seven large quarto volumes, was completed in 1879 and includes the accessions to the library down to the end of 1871.

The increasing magnitude of the library was the cause of unsuccessful appeals for public support in 1864, in 1869, and again in 1873. At the time of the eventual transfer to the nation the library contained about 750,000 books and pamphlets, not including manuscripts, maps, or music. The unique interest of the collection of manuscripts lies in the number of Scottish MSS., many of which are among the original authorities for the history of the country.

Books and the Negro

By ERNESTINE ROSE

Librarian of the 135th Street Branch of the New York Public Library

IN the introduction to the *Life and Times of Frederick Douglass* written by himself there is a passage reading as follows:

"Douglass was born a slave, he won his liberty; he is of Negro extraction, and consequently was despised and outraged; he has by his own energy and force of character commanded the respect of the Nation; he was ignorant, he has, against law and by stealth and entirely unaided, educated himself; he was poor, he has by honest toil and industry become rich and independent, so to speak; he, a chattel slave of a hated and cruelly wronged race, in the teeth of American prejudice and in face of nearly every kind of hindrance and draw-back, has come to be one of the foremost orators of the age, with a reputation established on both sides of the Atlantic; a writer of power and elegance of expression; a thinker whose views are potent in controlling and shaping public opinion; a high officer in the National Government; a cultivated gentleman whose virtues as a husband, father and citizen are the highest honor a man can have."

This is an apt epitome of the Negro's progress in America during the last half-century. Douglass' rise was no more meteoric than that of his race has been. But meteoric brilliancy is uncertain and erratic. If the achievements of this great racial group are to obtain for it a permanent and noble prominence in the firmament of the world's history, they must be recorded; authentically, in history, biography and science; imaginatively, in poetry, drama and fiction.

Egypt, Ancient Greece, Imperial Rome still live in the indestructible beauty of their recorded history. If the African has a past of worthy achievement, as archaeological discoveries increasingly indicate, it has been lost thru lack of records, or their destruction.

Negroes are awaking to a realization of this fact, and gradually, almost imperceptibly, a literature about the Negro, by the Negro, is building itself up. Those who are interested in the race and in race relationships are beginning also to realize the situation, and thru their efforts records are coming to light, are being collected and made available.

One of the centers for such accumulation and adapting of material to public use is, very properly, in the Harlem section of New York which constitutes the greatest Negro city in the world. In the 135th Street Branch of the New York Public Library there is a research Division of Negro Literature and History, where the library has been able to concentrate one of the best collections of books in America on the Negro and his race.

It is significant that this concentration of racial history is centered in a public library rather than in an agency more limited in its scope, for to a person with an eye for the social significance of modern institutions, the library work done in a great city gathers itself naturally around racial groups. The methods of approach, the community contacts, the very books and the librarians themselves vary somewhat according to the race served. In the New York Public Library books in Yiddish, Russian or Italian are distributed to the branch in corresponding neighborhoods, in each are several assistants speaking the same language or brought up with the same traditions, while the care of the library, its American meaning, its basic book collection, remain the same.

This explains how the 135th Street Branch in the great Negro city of Harlem differs from its fellow branches, and what its special social significance is. There are colored faces, as well as white ones, behind its desk. White as well as colored students work in its reference rooms. Its book collection while based on the same principles and meeting the same needs that exist in other neighborhood groups, contains also many books on the race, history and culture of the African and the Afro-American, historical and current written opinion on race questions, as well as books, old and modern, by Negroes themselves.

But the library has a door open not merely to the past, it leads to the future, thru the channels of intellectual stimulus.

Art exhibitions in which are shown works by Negro artists are held from time to time and young art students are encouraged to bring their work. At the frequent book meetings held in the library for the enjoyment of its patrons, distinguished literary people of both races talk and give opportunity for discussion about books. Among these a prominent place is given to the Negro writer. As public interest, curiosity, and sincere desire for information have grown, there has been an opportunity to disseminate accurate facts, and a growing demand for them by readers. The library has furnished material for articles, theses and books of all sorts. Book lists on the Negro, his history, his achievements and the various phases of the race problem have been compiled and given out to individuals, clubs and study groups, as well as other libraries. This special phase of library service has met with such an eager response, leading in turn to a still greater demand that a special department was developed devoted to research along the lines of Negro literature and history.

This work attracted the attention of the National Urban League, and in turn that of the Carnegie Corporation, thru whose generosity the New York Public Library was enabled to obtain the invaluable collection of Africana and Negro Americana belonging to Mr. Arthur A. Schomburg, a Negro of Porto Rican birth, residing in New York. Mr. Schomburg has been an eager collector for years, and before the sale of his collection to the library had with great generosity loaned a considerable portion of it. In this generosity and public spirit he was not alone. Other generous contributors are Dr. Charles Martin, Dr. Hubert Harrison, Mr. George Young, Miss Louise Latimer and Mrs. John Bruce. These donors are all Negroes who have devoted themselves to the study of their own race.

With the purchase of the Schomburg collection, the Negro research department at 135th Street was organized as the Division of Negro Literature and History referred to earlier. This collection is for the use of students and is for reference only. It includes books and pamphlets treating historically the innumerable nations and tribes of Africa, treatises on the rare arts and crafts existent among them, textbooks on African dialects, historical literature about the Danish, British, French, Spanish and Portuguese West Indies, original documents dealing with the slave trade, manuscript letters, sermons and addresses of ex-slaves and of Negro and white abolitionists, stories of slave and plantation life, as well as many rare and ancient documents, in Latin, Dutch, French and German, some of them written by Negroes themselves. A sample of the rarities among the Negro Americana is Jupiter Hammon's address to the Negroes of New York, the 1787 edition, including a famous poem by the first American Negro poet: "If we should ever get to Heaven, we shall find nobody to reproach us for being black, or for being slaves." Quite as interesting is a manuscript poem of Phyllis Wheatley, a young Negro poet of the eighteenth century, and a letter to her by George Washington to whom she dedicated a poem. Who knows that Negroes were among the first abolitionists? In this collection are the sermons of Peter Williams and Absolom Jones, rectors of New York, who in 1808 preached daring and eloquent addresses against the slave trade. The student will find the writings of Wilmot Blyden and Alexander Crummell as scholarly and as stirring as those of the more well known publicists and speakers with which they were associated.

Even more stimulating to a receptive mind are some of the rare items of foreign Negro origin, such as the autobiography of Gustavus Vassa exposing conditions up to and prior to 1796 among the slaves in the British colonies. Of keen interest to scholars is the work of Juan Latino, a Spaniard of Negro blood, who held the chair of poetry at the University of Granada, about the middle of the 16th century, and was considered the best Latinist of his day, as well as the Dutch and Latin treatises of Jacobus Capitein, a West African by birth and a graduate of the University of Leyden.

To this invaluable collection are now being added modern contributors to the subject by both white and colored writers. The literary expressions of the young Negro are being caught in books, magazines, clippings and manuscript form, not only for present use but in order to crystallize their fleeting beauty, into the permanency of historical record.

The present is a significant time in the literary life of the Negro. An exhilaration of race expression and quickening of outside interest in the race, are creating a sort of Negro renaissance.

As the library touches this movement, it manifests itself in two ways; first by increasing requests for information on the part of students, both white and colored; second by those seeking to express themselves creatively. Those of the latter group are nearly all young and of Negro blood. The library responds to such queries as how to offer manuscripts, and which editors are most approachable, as well as craft questions as to textbooks on writing, source material, etc. Moreover, the library offers an occasional opportunity of getting before the public, by holding exhibits of the work of Negro artists, and literary evenings where the young poet or short story writer may read from his work, and where distinguished literary people come to speak and meet the young aspirant.

The library auditorium with its simple stage apparatus offers a place for the performances of little theatre groups. Of the two who have used it already, the Krigwa Players Little Negro Theatre, was a participant in the 1927 Belasco tournament in which it earned a laurel wreath of praise. The library stage has been used also by the Sekondi Players of Yonkers, a group of young people who make their own stage sets and costumes and paint their own scenes. An important service which the library may render in the slowly growing effort to establish the Negro creative artist in his world, is the quickening of knowledge and interest among colored people themselves both in the past achievements of their own race, and in the work of those creating today. Such efforts are varied in nature and in the class to which the appeal is made. There is a fertile field among the young people. Formal classes or informal groups of boys and girls are taken to visit the Negro collection, examine its treasures and listen to explanatory or descriptive talks.

Birthdays of great Negroes as well as those of other great men and women are noted in the Children's Room. An interesting experiment has been the dramatization of some of Dunbar's poems for a group of children who recited or sang their words with appropriate and often original action. These children are also being taught to sing many of the beautiful spirituals. This is the first step in forming a children's club for the study of folk lore and music.

Lectures on Negro history for older people are given from time to time, and a demand has arisen for a study group on this subject. This work requires special knowledge of the fields covered and to perform it adequately the library calls in the aid of those scholars both Negro and white, who have studied and are glad to impart the results of their study thru channels which will reach a larger number of people.

Of course, the greatest service of the library to the rebirth of Negro interest is in the furnishing of information and bibliographic source material. College students, writers and research workers use the Negro collection constantly for historical and bibliographic information. From libraries, book-shops and students over a wide area come requests for reading lists on a variety of subjects within the racial interest. The library has issued a selected and annotated list of "Books on the Negro," which is undergoing revision at present. Subjects on which other lists are needed are the "Negro and the Stage," plays unpropagandist in character, written by Negroes, stories of Negro life suited to children, Negro folk-lore, Negro women, the Negro's work for the abolition of slavery. When requests come for such lists, they are made up from reference material already used, but all signs point to the need of careful and detailed bibliographic work with accurate and critical annotations.

College students and research workers along historical, anthropological and sociological lines will find here a fertile field when publicity is given to the collection thruout the colleges and university world. The library is still undergoing cataloging, but soon it will be ready for full use. During the next year regular classes will be entertained for lecture and instruction, a club formed for the study of Negro history, and bibliographic assistance for those who wish lists of books on various phases of the subject or advice about individual books.

There is much talk of the Negro problem. It is being settled today by the Negro himself, but he will be helped by getting more and better information about himself. He may be helped, too, by the well-intentioned white world, if it, with him, will inform itself. This is the library's big opportunity for it may help to inform both groups. It has the channels of information and it may find the services, and so do its bit towards the righteous adjustment of America's least understood and most serious social situation.

Harriet E. Howe, executive assistant to the A.L.A. Board of Education for Librarianship, has been appointed associate professor on the faculty of the Graduate Library School of the University of Chicago. This is the first appointment Dean Works has made. Miss Howe will leave the A.L.A. Headquarters office on November 1 to spend the first year of her appointment at Harvard University working for a higher degree in the Graduate School of Education. With the opening of the Graduate Library School of the University of Chicago next September, she will have charge of its department for the preparation of teachers in library science.

Printers' Marks as Library Window Decorations

By AMANDA M. FLATTERY, *University of Illinois Library*

ONE of the most novel and interesting features of the new Library of the University of Illinois is the display of printers' devices worked out in color on panels of tinted glass inserted in the center of the windows of the main reading room.

In the early days of book-making, the privilege of printing was obtained from kings, princes, or popes. To secure the privilege meant the expenditure of much time and money on the part of the printer; naturally he wished to protect himself against piracy. A pirated book was rarely correct in text or typography and cast serious reflection on the printer whose name appeared in the book. Even if the text and typography seemed to indicate that the book was genuine, a forged printer's mark could be detected without much difficulty. So the early book-maker adopted the plan of printing on the last leaf, or in later times on the title-page, a device which guaranteed the book as his own work.

Such devices were used freely by the printers of the fifteenth and sixteenth centuries. Early in the seventeenth century, copper-plate engravings and vignettes usurped the place of the printer's mark on the title-page and few marks are found in books of the seventeenth and eighteenth centuries. During the nineteenth century the mark was revived. At present various French and English printers and some American publishing houses still use a mark on the title-page, but by most printers it is considered superfluous.

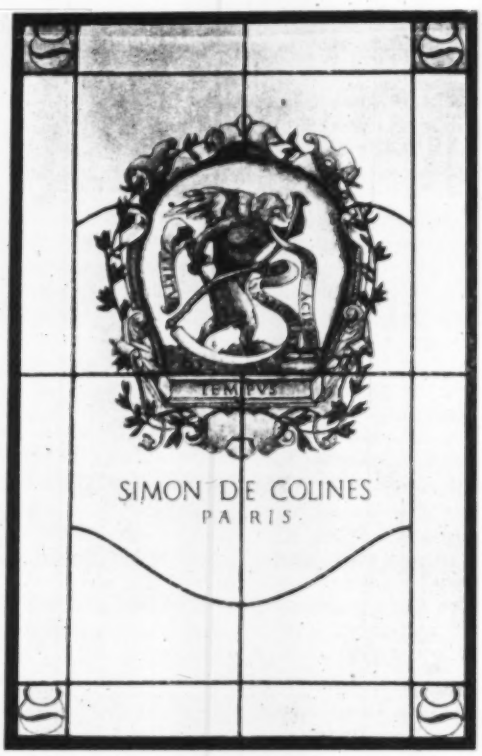
From the hundreds of facsimiles of printers' devices available, a selection for the University of Illinois Library was made on the basis of the importance of the printer in relation to the history of printing, or because of originality or artistic merit in the device. The small designs in the corners of the panels are water-marks of early manufacturers of paper. Twenty-seven marks are displayed on the windows, representing printers of Italy, Germany, Switzerland, The Netherlands, France, England and Scotland. Each of the windows is eight by sixteen feet in size, and the panels are about two and a half by four feet. Among printers whose marks appear are Ratdolt, Scotto, del Gesù, Hamman de Landoia, Giunta, Aldus, Fust and Schöffer Anshelm, Birckman, Froben, Henricpetri, Froschover, Elzevir, Plantin, Bade, Estienne, Gryphe, De Tournes, Frellon, Vostre, Verard, Wechel, Berthelet, Caxton, Day, Hester, Wolfe and Davidson.

The earliest printers' marks were very simple. Fust and Schöffer, the successors of Johann Gutenberg, used a mark on the famous Psalter of 1457, the third book printed with movable type and the first to bear the place and date of printing. The mark consists of coupled shields, with printers' rules upon them, suspended from a broken twig. When it was first suggested to the architect, he objected on the ground that it bore a striking resemblance to a pair of kidneys! But its importance as the earliest known printer's mark won a place for it. The artist, Mr. J. Scott Williams, of New York City, who prepared the designs conceived the idea of grouping the portraits of Gutenberg, Fust and Schöffer, the three pioneer printers, introducing the mark below as a part of the border.

ENGLAND'S FIRST PRINTER, CAXTON

Long after metal type had superseded the monk's quill and brush, the association of books

with the church remained; circles or rings, spheres, crosses and other churchly symbols were used by designers of printers' marks. A good illustration of this type of mark is the one adopted by Ottaviano Scotto, a combination of rings and crosses in white on a red background, with the initials of his name and birthplace. Other good examples of the initial type of mark are those of Andrew Hester, Johannes Hamann de Landoia and Thomas Anshelm. Initials are prominent in the device of William Caxton, England's first printer. The hieroglyphs between his initials have been a subject of speculation among bibliophiles. They are commonly supposed to represent the figures 71, possibly marking a notable event in Caxton's life, tho some students of Caxton interpret the hieroglyphs as his mercer's mark.



SIMON DE COLINES OF PARIS

The earliest books were printed without title-pages, the printer's mark being placed at the end of a book with the colophon or register. At first it was only a trade mark, but after title-pages came into use, about the middle of the sixteenth century, printers felt that an original or striking design on the title-page was of real ornamental value. Some of the best artists of Europe were employed to design marks for printers. They became very elaborate and ornate; some were beautiful, others grotesque and even ludicrous. The device of Reyner or Reginald Wolfe is considered one of the most artistic in use among printers of the sixteenth century. One of the beautiful Italian marks of the early period is that of Luca Antonio Giunta, a fleur-de-lis in red. The Giunta or Junta family who successively carried on a printing house from 1480 to 1598 at Florence, all embodied the Florentine emblem in their devices. The Giunta press, next to the Aldine, was the most celebrated in Italy. Who is not familiar with the anchor and dolphin of the Aldine family? The Aldine press had various marks during the century of its existence, from 1494 to 1598, but they were all variations of the anchor and dolphin, the anchor representing stability and the dolphin, grace in execution. No Italian printers ever approached the Aldines in beauty of typography. The mark selected for our display is that of the founder of the printing shop. His baptismal name was Teobaldo Manuzio; on his books his name appeared as Aldus Manutius Romanus. Tho born in a small village near Rome, he took great delight in calling himself a Roman, and in using the initials M. R. on his mark.

The members of the Estienne family stand at the head of sixteenth century printers of Paris. More than twenty marks were used by this illustrious family, an olive branch being the characteristic feature. In the history of Dutch and Flemish printing, the two great names are Elzevir and Plantin. The Elzevir family of Leyden employed various marks, the best known being the sphere and the Sage, Hermit, or Solitaire. The latter represents a solitary individual standing underneath an elm around the trunk of which is twined a grape vine. On a scroll are the words, "Non solus"; the scholar prefers solitude but is never alone when he has the companionship of books. In the preface of the famous Polyglot Bible printed by Christopher Plantin at Antwerp, he explains the meaning of the compass which always appears in his marks. The point of the compass turning around signifies work, while the stationary point means constancy, ideas further emphasized by the figure of Hercules personifying labor and the feminine figure representing steadfastness. It is supposed that Hans Holbein designed the graceful caduceus which characterizes the mark of Johann Froben, whose printing shop at Basel was a center of light and learning in the early sixteenth century. Erasmus remarked that his learned friend really did unite the wisdom of the serpent with the simplicity of the dove.

As printers' marks multiplied, great variety appeared in the designs. Mythological subjects

were freely used. A good illustration of this type is the mark of André Wéchel displaying the winged staff of Mercury entwined with serpents and surmounted by Pegasus, the fabled steed of the Muses. Hercules appears in a variety of designs. Symbolism came in for its full share of treatment, Justice with sword and balance, the cornucopia as a symbol of plenty, Father Time, peace and war were all favorite subjects. The olive branch, palm branch and swarm of bees all indicated prosperity. Some printers were inclined to favor animal life and quite an extensive menagerie may be found in their marks: the lion, bear, cat with mouse in its mouth, lamb, swan, stork, pelican, owl, eagle, magpie, serpent, tortoise and dolphin. Some printers manifested a predilection for fabulous members of the animal kingdom, the dragon, phoenix, unicorn and griffin. Sebastien Gryphe, who printed during the second quarter of the sixteenth century, had eight or nine marks, on of which the griffin appeared. Punning devices were quite popular. Christopher Froschover, the most eminent of the early Swiss printers, made a frog the central figure of his mark. The mark of John Day who was King's printer in England represents a sleeper being awakened. On the device are the words, "Arise for it is day," being a pun on the printer's name and an allusion to the dawn of the Reformation. Apiarius used the design of a bear discovering a bee's nest in the hollow trunk of a tree.

Subjects of the street signs over printing shops were often used. Berthelet adopted for his mark his street sign, the beautiful Lucretia Romana. Landscapes, architecture, interiors and sixteenth century implements were freely portrayed, giving us many an attractive glimpse of the domestic and industrial life of the period. A most interesting mark of this type is that of Badius Ascensius or Josse Bade. It is the earliest picture of a printing press that has ever been discovered.

A vast collection of mottoes can be gathered from printers' marks. Many of them are in Latin, some in Greek or Hebrew. On some of the Aldine marks we find the motto, "Festina lente," which means, according to Sir Thomas Browne, "Celerity contempered with cunctation." A few of the early Parisian printers embodied in their marks snatches of French verse. The mottoes were drawn from various sources, sometimes emanating from the fertile brains of the printers themselves.

Few things in this world reveal their full significance to the casual observer, but unfold themselves gradually to him who makes them a subject of study. An investigation of printers' marks reveals a wealth of information concerning the history of printing and the ideals of the early printers, together with side-lights on the manners and customs, the domestic and business life of the days when books were first given to the world.

Vote on Best Books of 1926 for Children

THE following tabulation represents the vote of fifteen of the leading children's librarians of the country as to the best books published in the year 1926 for the children's shelves of the small public libraries, the vote being based on a tentative list of about one hundred titles selected and presented by the book information section of the New York State Library. The titles are arranged in order of the votes received by each, the ++, +, and — votes being evaluated on a percentage basis. The sign ++ indicates that in the voter's judgment the book in question should be included in a recommended selection of the best books of the year for small public libraries; + means that it is considered by the voter to be deserving of favorable consideration; — indicates that for one reason or another the book may be ignored by the small public library. In the tabulation, the new titles of the year and the new editions of older books are listed separately.

	Total number of Votes		
	++	+	—
Milne, A. A. *Winnie-the-Pooh.* Dutton.	13	2	0
Lustig, Sonia. *Roses of the Winds.* Doubleday.	10	1	0
Moon, Grace. *Chi-Wee and Loki.* Doubleday.	9	6	0
Rush, C. E., and Winslow, Amy. *Modern Aladdins and Their Magic.* Bobbs.	10	4	0
Putnam, D. B. *David Goes to Greenland.* Putnam.	8	7	0
Moses, M. J., ed. *Another Treasury of Plays for Children.* Little	9	4	0
MacManus, Seumas. *The Donegal Wander Book.* Stokes.	7	6	0
Skinner, C. L. *The White Leader.* Macmillan	8	4	0
Carrick, Valery. *Valery Carrick's Picture Folktales.* Stokes.	8	1	1
Gardiner, A. C. & Osborne, N. C. *Father's Gone A-whaling.* Doubleday.	8	4	1
Fiebl, Rachel. *Taxis and Toadstools.* Doubleday.	5	8	0
Patch, E. M. *First Lessons in Nature Study.* Macmillan.	7	4	0
Zwilgmeyer, Dikken. *Inger Johanne's Lively Doings.* Scribner's.	6	6	0
Sugimoto, Mrs. E. I., and Austen, N. V. *With Taro and Hana in Japan.* Stokes.	6	6	1
Skinner, C. L. *Becky Landers, Frontier Warrioor.* Macmillan.	7	2	1
Field, Rachel. *An Alphabet For Boys and Girls.* Doubleday.	5	5	1
Plimpton, Edna. *Your Workshop.* Macmillan.	5	5	1
Grishina-Gwago, N. J. *Peter Pea.* Stokes.	5	3	0
Jessup, Eon. *Boys' Book of Canoeing.* Dutton.	4	7	4

Nusbaum, Deric. *Deric in Mesa Verde.* Putnam.	3	7	0
Tee-Van, H. D. *Red Howling Monkey.* Macmillan.	4	6	1
Beston, Henry. *The Sons of Kai.* Doran.	4	6	2
Bryant, L. M. *Children's Book of Celebrated Towers.* Century.	3	7	1
Carhart, G. S. & McGhee, P. A. *Magic Casements.*	5	2	0
Clark, M. E. & Quigley, M. C. *Etiquette, Jr.* Doubleday.	5	4	2
Lansing, M. F. *Great Moments in Science.* Doubleday.	4	4	0
Lofting, Hugh. *Doctor Dolittle's Caravan.* Stokes.	5	5	3
Norwood, E. P. *Other Side of the Circus.* Doubleday.	5	4	2
White, E. O. *Joan Morse.* Houghton.	4	6	2

NEW EDITIONS

Baylor, F. C. *Juan and Juanita;* il. by Gustaf Tenggren. Houghton, $2.	9	6	0
Hutchinson, W. M. L. *Orpheus and his Lute;* il. by D. S. Walker. Longmans, $2.25.	9	4	1
Irving, Washington. *The Alhambra;* il. by Warwick Goble. Macmillan, $1.75.	7	6	0
Pyle, Howard. *Howard Pyle's Book of Pirates;* il. by the author; comp. by Merle Johnson. Harper, $2.50.	7	6	0
Williams, Margery. *The Velveteen Rabbit;* il. by William Nicholson. Doran, $1.25.	7	4	0
Bullen, F. T. *The Cruise of the Cachalot;* il. by Mead Schaeffer. Dodd, $3.50	6	5	0
Macdonald, George. *The Light Princess;* il. D. P. Lathrop. Macmillan, $1.	6	7	0
Macdonald, George. *The Princess and the Goblin;* il by F. D. Bedford. Macmillan, $1.75	5	6	0
Cooper, J. F. *The Deerslayer;* il. by Louis Rhead Harper, $1.75	4	5	0
Hopkins, W. J. *She Blows! and Sparm at That!* Houghton, $2.	4	5	0
Lytton, Edward Bulwer-Lytton. *Last Days of Pompeii;* il. by F. C. Yohn. Scribner, $2.50.	4	5	0
Ruskin, John. *King of the Golden River.* Macmillan, $1.	5	4	1
Taylor, Jane & Taylor, Anne. *Meddlesome Matty, and Other Poems;* il. by Wyndham Payne. Viking Press, $1.75	5	4	1
Wiggin, K. D. & Smith, N. A. ed. *Tales of Laughter;* decorated by Elizabeth MacKinstry. Doubleday, $1	4	6	1

Some Cataloging Codes and Tools

THE following list of cataloging codes and tools has been prepared by Madame L. Haffkin Hamburger, director of the U. S. S. R. Institute for Library Science of the All-Union Lenin Memorial Library at Moscow for the use of the Paris Library School. It supplements the list of codes (principally British and American) in William Warner Bishop's *Modern Library Cataloging* (Baltimore: Williams and Wilkins, 1924. 2 ed.) Chapter VI, and includes several items published since that work went to press.

Czechoslovakia

Borecky, Jaromir. Pravidlá katalogu - základního. Praha, 1925.

Denmark

Rolff, H. *Regler for Ordningen af et Alfabetisk Katalog.* Kjöbenhavn: Hagerup, 1922.

France

Lydos, E. G. *Usages Suivis dans la Rédaction du Catalogue Général des Livres Imprimés de la Bibliothèque Nationale.* Paris: Champion, 1923.

Règles et Usages Observés dans les Principales Bibliothèques de Paris pour la Rédaction et le Classement des Catalogues d'Auteurs et d'Anonymes. Paris: Champion, 1913.

Germany

Bernhardi, Luise. *Lehr-und Handbuch der Titelaufnahme.* Berlin: Weidmann, 1923. 8. 194p.

Frels, Wilhelm. *Die Bibliothekarische Titelaufnahme in Deutschland.* Leipzig, 1919.

Instruktionen für den Alphabetischen Zettelkatalog in Volksbüchereien. Bonn: Röhrscheid, 1924. 24p.

Klein, W. *Anweisung für das Verzetteln an Volksbüchereien. Bücherei und Bildungspflege,* 1924, p. 139 ff.

München. *Bayerische Staatsbibliothek. Katalogisierungsordnung der Bayerischen Staatsbibliothek.* 2 Aufl. München, 1922.

Holland

Regels voor re Titelsbeschrijving Vastgesteld door de Rijkscommissie van Advies Inzake het Bibliotheekwezen. Leiden: Nijhoff, 1924.

Italy

Regole per la Compilazione del Catalogo Alfabetico. Roma: Nardecchia, 1922.

Norway

Norsk Bibliotekforening. *Forslag til Katalogiseringsregler Utarb ov Norsk Bibliotekforenings Katalogkomite.* Kristiania, 1921.

Poland

Kotul, Rudolf. *Instrukcja o katalogach Alfabetycznych Bibljotek Naukowych.* Lwów: Towarzystwo Naukowo, 1924.

Przepisy katalogowania alfavetycznego w bibljotekach polskich. *Projekt Zwiazka Bibliotekarzy Polskich.* Warszawa, 1923.

Sweden

Stockholm. Kungl. Biblioteket. *Katlogregler för Kungl. Biblioteket . . . av Riksbibliotekarie fastställda.* Stockholm: Norstedt, 1916. 138p.

Switzerland

Vereinigung Schweizerischer Bibliothekare. *Entwurf zu einer Katalogisierungsinstruktion für den Schweizerischen Gesamtkatalog.* Zürich, 1921.

United States of America

Mac Nair, M. W. *Guide to the Cataloging of Periodicals.* Wash.: Library of Congress, 1920.

Pierson, H. W. *Guide to the Cataloging of the Serial Publications of Societies and Institutions.* Wash.: Library of Congress, 1919.

Wisconsin Library School. *Condensed Cataloging Rules on Cards.* Madison: Democrat Printing Co.

A Professorship of Books

By EDWIN OSGOOD GROVER.

Professor of Books, Rollins College, Winter Park, Fla.

IN a *Special Report on Public Libraries* published fifty-one years ago by the United States Bureau of Education, Mr. Frederick Beecher Perkins, who was then librarian of the Boston Public Library, made an extended and challenging plea for the establishment of what he called "Professorships of Books and Reading."

In an accompanying article Professor William Matthews of the old Chicago University joined him in presenting the need for the immediate endowment of professorships of books in all colleges. In both cases they took as their text Ralph Waldo Emerson's suggestions in his "Essay on Books" written nearly ten years before, in which he said, "Colleges, whilst they provide us with libraries, furnish no Professor of Books, and I think no chair is so much wanted."

In spite of the efforts of these three wise men the world had to wait more than half a century for the establishment of the first Professorship of Books. Apparently Dr. Hamilton Holt, President of Rollins College, was the first college president to recognize the possibilities of cultural value in such a chair. In any case he was the first to make the appointment. It would be interesting and profitable to reprint both Mr. Perkins and Professor Matthews in their entirety, but a few extracts will indicate their far-sighted wisdom. Mr. Perkins wrote:

> So far as ordinary readers are concerned, the printed records of past and present human knowledge and mental activity are a trackless, if not a howling wilderness, in which a guide, philosopher and friend, will find ample call for his services. The matter of reading is at present in a wholly unorganized, unscientific, empirical condition, like navigation before the application of the compass, and scientific astronomy, or like mining before the introduction of scientific geological and mineralogical investigations and of scientific engineering. Every one digs where he fancies; he may find a deposit of gold, but he may find only mere barren rock, or slag or dirt. Or perhaps it may be still more aptly compared with the physicians' profession in which famous and successful practitioners begin their lectures by saying, "Medicine, gentlemen, is something the physicians know nothing about," and in which an advertising quack whatever his effect on the graveyard, will sell a great many more doses to fools, and make a great deal more money out of them, than a scientific and conscientious gentleman in treating people of good sense.

After commenting on the recent growth (1870) of scientific and technical schools in the United States, he said:

> We have professorships of agriculture, of physical culture, of political economy, of aesthetics, of mechanics, and so on, every one of them useful and desirable. And in like manner it is in accordance with the spirit of the educational movement of today, that we should have Professorships of Books and reading; for the knowledge of how to read and what to read is the indispensable completion to any one of the previous or other courses of study in any University or high grade institution of learning. No other department in fact, could be contrived, so adapted to be the last symmetrizing and polishing process to a complete education.

In conclusion Mr. Perkins said:

> But the Professor of Books and reading will be worse than useless unless he is a man who takes the full pleasure of instructing. For, such a man, the nature of the subject, and its adaption to the minds of young men of college age, will render his work a keen delight. He may range over the whole field of human history, knowledge and activity; his teaching may be a systemizing of all these; and at the same time a course of applied mental philosophy, as he stimulates and guides the various minds before him, and of morals, as he develops the ethical significances of all his themes. Such a discursive activity should not suit everybody; but for minds of a certain class it would be happiness.

After making a plea for recreational reading as distinguished from prescribed reading, Professor Matthews in his accompanying article wrote:

> Again how many students read books through by rote, without interest or enjoyment; without comprehending or remembering their contents, simply because they have been told to read them, or because some great man has profited by them. Who has not seen young men plodding thru bulky volumes of history or science utterly unsuited for their actual state of development, under the delusion that they are getting mental strength and illumination, when in fact they are only inflaming their eyes, and wasting their precious time. Years pass, perhaps the man graduates before the truth flashes upon him that the object of reading is not to know books but things; that its value depends upon the insight it gives; and that it is no more necessary to remember the books that have made one wise than it is to remember the dinners that have made one strong. He finds that instead of enriching and invigorating his mind, he has taken the most effective course to stultify it. He has crammed his head with facts but he has extracted no wisdom. He has taken the husks of history for the fruit, and has no more assimilated his heterogeneous acquisitions than a mill-stone assimilates the corn it grinds. The corn wears out the mill-stone giving it a mealy smell; and the books have worn out the student, giving him only

the faintest odor of intellectual culture and discipline. Almost every college has its literary Calvin Edsons, living skeletons that consume more mental food than the strong and healthy, yet receive from it little nourishment, remaining weak and emaciated on much, while the man of sound constitution grows vigorous on little. For all these reasons we cannot but think that our colleges, while they provide the students with libraries, should also provide them with a Professor of Books and reading. It is not enough to introduce him to these quarries of knowledge; he should also be taught where to sink his shafts and how to work them. Mr. Emerson, speaking of such a professorship in one of his later essays, says "I think no chair is so much wanted." Even the ripest scholar is puzzled what books he shall read among the myriads that clamor for his attention. What, then, must be the perplexity of one who has just entered the fields of literature! If in Bacon's time some books were "to be tasted, others to be swallowed, and some few to be chewed and digested," how much greater must seem the necessity of discrimination in this day, when the amount of literary pabulum has quadrupled and quintupled! Is there no then an absolute necessity that the student who would economize his time and make the best use of his opportunities, should be guided in his readings by a competent advisor? Will it be said that, according to the theory of collegiate education, the studies of the curriculum will demand all his time; that he will have no spare hours for general culture? We reply that, as a matter of fact, whatever the theory, in no college does the student as a rule, give his whole time to the regular lessons, however long and difficult. Unless very dull or poorly prepared, the student does find time to read—often several hours a day—and he is generally encouraged to do so by the professors. The question, therefore, is not whether he shall devote all his time to his text books, but whether he shall read instructive books, for a definite purpose and under competent direction, or shall acquire without direction, the merest odds and ends of knowledge."

It will be evident from these extracts that this new chair of "Books" had at least two earnest advocates more than a half century ago, and it is indeed surprising that during all that time no college was sufficiently free from tradition to give the idea even a passing trial.

The experiment at Rollins College is now a year old and while it is too early to make authoritative deductions it may be of service to record some of the results as indicated by the first year's work. First of all the mere announcement of the courses in the college catalog created a large interest and more than one hundred and twenty students elected the two courses offered in the fall of 1926, which made it necessary to restrict the courses to members of the two upper classes. This left about two groups of about thirty-five each. The work was frankly recognized as experimental which added zest to the work both for the instructor and the material presented so fresh that the courses were indeed a great adventure. Three courses in this department were offered at Rollins this year: (1) A course in "Recreational Reading" extending thruout the year, (2) a fall term course in "The History of the Printed Book," and (3) a spring term course in "Literary Personalities," or biography.

The following statement of the purpose and scope of these courses taken from the college catalog will indicate some of the opportunities which they offer for cultural training.

1-2-3. Reading Course in English and American Literature. The purpose of this course is to discover the line of reading interest among those electing the work and to direct their recreational reading, as distinguished from their required reading. A definite amount of reading will be expected from each student, but it will largely be along the line of his tastes and interests, altho he will be continually exposed to the contagion of higher forms of literature that make for broader culture. The course will follow Emerson's ditcum that "The best rule of reading will be a method from Nature, and not a mechanical one of hours and pages. It holds each student to a pursuit of his native aim, instead of a desultory miscellany." The class work will consist mainly of reading aloud with free discussion among the members of the group followed by individual reading. During the course outstanding works in the following subjects will be read and discussed: history, fiction, poetry, travel, science, biography and the essay. At the completion of the four years' course, each student will submit a list of titles for his own "Five-Foot Book Shelf," which he will be encouraged to make the beginning of his private library. The class room which is in the library building is equipped with a large oval reading table, comfortable arm chairs and a select departmental library of two thousand books. Elective for juniors and seniors. Thruout the year. Credit, three hours a term.

4. The History of the Book. This is a course on the history of human records from the clay tablets of Babylonia to the making of books by modern machinery. It will include a study of early human records in hieroglyphic and cuneiform writing, followed by a study of the papyrus books of Egypt and the missals of the middle ages. The story of the invention and dispersal of printing is studied intensively. This is followed by a survey of the most notable presses of Italy, Switzerland, Germany, France, Holland, England and America, and their influence in the development of the art of printing. The modern methods of typesetting, engraving, electrotyping, and plate making will also be studied with a discussion of types, title pages, cover designs, decorations and margins that go to make "the book beautiful." Elective for juniors and seniors. First term. Credit, two hours a term.

5. Literary Personality. In this course, the biographies of some of the leading writers of English and American literature will be studied. The discussion will deal largely with the human side of the biographies, in an effort to develop an interest in books thru an acquaintance with their writers. Elective for juniors and seniors. Spring term. Credit, two hours.

Happiness is the product of thinking interesting thoughts, and such courses as these should aid greatly in filling the students' minds with such a variety of significant facts about books, people and events that the world in which they live will have a new interest and meaning.

What an Assistant Expects of Her Chief

By KATHERINE WALSH, *Seattle (Wash.) Public Library*

NOTHING extenuate—nor aught set down in malice.

This is a convenient quotation for these days of frank biographies—especially if you wish to say something disagreeable; after inscribing it at the beginning of a chapter you are free to say almost anything. Sinclair Lewis sent *Elmer Gantry* forth into the world with a note to the effect that no one in the book was the portrait of a real person. I am going to borrow his note for this paper.

Stevenson once said if you want the truth about anyone go to his friends, they won't tell you but they know. Probably in no profession is the relation between an employee and his superior more pleasant and friendly than in library work. Librarians are educated, courteous, suave people—but in the very harmoniousness of their relations lurks danger. Any deviation from the norm is unusual and is not viewed with the alarm or suspicion it should entail. I am going to try to define some of these deviations and trace the roots of some of them.

Maugham's *Casuarina Tree* tells a simple story of two men isolated in a British outpost on the Malay Peninsula. Both were what might be called representative of their species, with typical faults and excellences, yet not faults and excellences that were complements of each other. For no better reason than this they became bitter enemies. Neither had done the other an irreparable wrong, both were well meaning men having their own codes, but these codes did not agree and the association ended in tragedy. This is the dramatic background against which all the business of the world is transacted—the crossing and recrossing of personalities. This is the real background of all the problems and suggestions that I shall mention; for the essential difference of personality enacts its own minor tragedies even in libraries. Small rancours and prejudicial unfairnesses are its by-products; their causes lie often so far beneath the surface that only the most painstaking honesty will be able to bring them to light. Wherever varied personalities are in daily contact, the resulting relations become a joy—or a despair—with the alternative in the hands of the person exerting authority. You may doubt this. But the wholly ideal person I have in mind would not disclaim that responsibility. He would have the psychological wisdom to create the right atmosphere in his department of concord, not discord. He would iron out trivialities that opposed themselves to the larger ideas of unified effort and pleasant association. He would be a paragon, in short, and that would be unfortunate. In order to obviate that, let us allow him when he has closed the door at the end of the library day to be as unwise, unconventional, inefficient as you like—there is no use overdoing one's idealisms.

To be more specific. Much depends upon the good will of and the favorable impression made upon the head of a department by an assistant, either for advancement in her profession or for satisfactory working relations. There is no other court of appeal. It is small wonder that so much of the assistant's time and energy is taken up with making that impression. She wishes to do work that shows up; as most heads have to depend to a greater or lesser extent upon the reports of the assistant's co-workers as regards her efficiency, she knows that she must make an equally favorable impression upon them. The resulting competition is not entirely healthy, nor is it conducive to the best work of a department. This is true, of course, wherever people are employed; but the work, and possibly the more essential work, of a circulation department is intangible. So many factors enter into the making of a good assistant that it takes time to round out and develop these qualities or even to give them a chance to show themselves. It is not always accurate, well-done work that creates these impressions. Here is where the illusive values enter into human relations.

Charm of personality cannot and should not be discounted in any field of endeavor but neither should hard work and pride of craft. Anyone can recall cases of assistants being made or marred by an estimate of their work largely formed by favorable or unfavorable reports. The person or persons making them would be astonished were they charged with unfairness. They themselves scarcely realize that a social intimacy often lends a personal bias. Let a new employee come to work in a department, let her be friendly and gain the good will and friendship of the stronger assistants, and her road will be far easier than that of a possibly superior assistant who lacks that magnetism that makes for casual and easy social relations. For the one, errors will be slurred over till she had had time to become adjusted, friendly tips will guide her along; for the other, inaccuracies often due to self consciousness and the strangeness of a new position will be emphasized, non-essentials will be stressed and an overt hostility will im-

pede her. An assistant who has worked successfully in three of the larger libraries said to me recently, "Experience has taught me, if ever again I have occasion to work in a strange place, to spend more time at first in getting on friendly relations with the staff and worry less if I charge a book incorrectly." Another concrete example may clarify this point I am trying to make—at least another side of it is illustrated.

"In the ordinary man and woman," says Bertrand Russell, "there is a certain amount of active malevolence, both special ill will directed to particular enemies, and general impersonal pleasure in the misfortunes of others. It is customary to cover this over with fine phrases . . . it must be faced if the moralist's aim of improving our actions is to be achieved. . . . Given the problem of preventing malevolence how shall we deal with it? First it must be the chief concern of the scientific moralist to combat fear. This can be done in two ways, by increasing the general security and cultivating courage . . . anything that increases the general security is likely to diminish cruelty." Strong language, you may say, to describe librarians' relations with one another. But I think there is a notable amount of fine phrasing among librarians. Too often is there a statement of ideal conditions without a reasonable connection made to existing conditions. Debunking biography seems to be one of the chief indoor pastimes these days. Many an observing assistant, given opportunity and a blue pencil would enjoy debunking some of the articles written by her superiors in the library periodicals. They seem so full of sweetness and light and so free from realistic sordid detail.

To return to a phrase of Mr. Russell's: "By increasing the general security and by cultivating courage." Both these functions rest with the department heads. Staff organizations avail little unless actively supported and encouraged by the librarians in charge. A frank relation between the heads and assistants is to be desired. If any question of an assistant's efficiency or loyalty or lack of co-operation should arise, a statement of the facts should be made to the assistant herself at the time; she should be given a chance to state her side of the case either to the head of her department or, in an ultimate case, to impartial, unbiased chiefs of other departments or to the chief librarian. She should be given a chance to correct her faults, and, if they are corrected, cognizance should be taken of her improvement. In any event, reports about any assistant, however fair they seem, be they ever so judicially made, should be well considered and investigated by the head of that department. Judgment should be slow. Furthermore the head should be in such close touch and so familiar with every branch of the work in the department that she does not need to depend too much upon the reports of others for an estimate of an assistant's efficiency.

As for courage, I do not believe it is a quality fostered or encouraged among library assistants, yet it is, after all, the quality upon which all the others are founded.

There are other deviations. In confidence we may admit that over the best of departments occasionally might justifiably be written "Temple of Discord." Combinations of circumstances are responsible for this condition; not always can it be laid at the door of one person, even tho it would seem a part of my function to lay as much blame on the head as possible.

The desire to have one's particular talent recognized and made use of is at the bottom of much discontent in library work. This is not always feasible. Routine work must be done expeditiously and efficiently. Even here, however, an assistant may be allowed to devise ways and methods of her own to improve and dispatch the work, subject always to the inspection of the head. And note the word, inspection—a much more inspiring word than supervision. In this connection there is a danger that an assistant who does some portion of routine work and does it competently, however distasteful it may be to her natural tendencies, finds that as a reward she is allowed to do that work indefinitely. This may seem to make for smoothness and efficiency in that department—it certainly makes the way simpler for her superiors but it is not fair to that employee. I have in mind a circulation assistant who speedily and accurately worked for three years at registration records and delinquent records and statistics and in a large system. She had a literary background that compared favorably with that of anyone on the staff. By a mere chance this came to the knowledge of the department chief. This assistant's subsequent contact with the public not only gave her opportunity to do congenial work but was beneficial to the department as well.

Not the most conscientious and earnest assistant comes panting to her desk every one of the forty-eight weeks she labors. The human department head recognizes this; and while acknowledging a jaded interest now and then, will by subtle and devious ways induce fresh enthusiasm in every phase of the work. She will excite and tolerate self-expression wherever possible, encourage, coalesce individual effort, subordinating it of course to the working of the department.

To ask that a superior be a constant inspiration seems too inhuman; but if a senior can stimulate or even irritate her staff to use their imaginations creatively, demand as much of their intelligence as she does of their physical endurance, amiability and tact, she would

seem to have diminished her own responsibility. A common complaint of assistants is that they are not given credit for intelligence. The more responsibility demanded of any assistant the more she feels herself a part of the game and the more she develops that very virtue. Sometimes an attempt to develop this feeling is frustrated by the method used. An assistant is given a piece of work to do or a position to fill but no explanation is vouchsafed her of what is expected from her, nor even a noutline give her of what has already been done that she may codify her own efforts. She is simply told to go on with it. This isn't developing a sense of responsibility—it is merely wasting time.

A student fresh from library school may lack that maturity that the years will bring; but she may have a freshness of outlook and an alertness of perception that the years will dull. Before she becomes stereotyped the library may gain much by capitalizing these things. New ideas given scope are a gain to the public. And speaking of the public, the department head must urge her staff to keep it constantly in mind. Too often departments work independently, they deprive the public of service that a library working as a unit may give.

A word of commendation when due will not ruin an assistant. A valued employee has been known to find the conclusion of her chief's report: "Owing to the close co-operation and hearty support of my staff, . . ." her only word of appreciation.

There is one very delicate phase of working relations—the only word I know for it is espionage. I have been told by librarians that this does not exist in libraries—and I hope that it does not. I feel it should not. No head should be willing to turn members of her department against each other, value cunning over frankness, distrust over-confidence or keep it in a constant state of rancour and resentment merely for the satisfaction of knowing from some one else what her own eyes and native shrewdness should be able to tell her at first hand.

This is the day of "Ask me another." Here are a few such questions:

Do you correct an assistant before another assistant or anyone else?

Do you humiliate your staff unnecessarily? Do you develop your talent for sarcasm at the expense of your staff? Do you extend the same courtesy to your staff that you expect from them?

Do you try to force every new assistant into a mould?

Do you take for granted that an assistant makes mistakes merely to annoy you?

Do you interfere unduly with the personal appearance of the younger members of your staff?

Do you feel that an interest in or a knowledge of books will interfere with an assistant's efficiency?

Speaking of reading, however, a head should be, and usually is, chosen as much for her ability to govern and to co-ordinate the work of her staff as for a comprehensive love of books. A head is not by virtue of her office suddenly invested with infallibly sound judgment in things literary, and if by a happy coincidence, governing ability is joined with a high technical and esthetic knowledge of books, a good head will refrain none the less from imposing too much her judgment upon the department individually. Assistants are prone to accept that judgment unquestioningly. Instead of literary standards and appreciation coming from within the individual, thus bringing an humble spirit and toleration, when applied externally they are apt to have an unfortunate effect on that same old public. If governing ability outweigh a head's literary opinions, the library follows the literary judgments of the book world outside its walls; it follows where it might guide.

A librarian, however high a view she has of her profession, is not absolved from being human. I have heard assistants criticized for having too many activities outside the library. I believe this is hardly possible. The more contacts she makes, the more interests she has, the more valuable is an assistant in the library world. Librarians in some places seem an isolated group; they do not seem in touch with the rest of the world. Possibly they gain so much vicarious emotion from their books they do not feel the need of wider experience. A head must be rich in experience, either personal or thru her sympathies.

Understanding and appreciation and tolerance are all qualities which an assistant without cynicism may expect of the head of her department, but to be under one who has an actual and contagious sense of justice, is a rare good fortune. This is the quality that welds individuals into a self-respecting unity of effort and allows them a civilized confidence in themselves and their associates. Nothing among people who work together day after day can compensate for its lack.

MICHIGAN LIBRARIANS WILL CELEBRATE THE CENTENARY OF THEIR STATE LIBRARY

At the meeting of the Michigan Library Association at Jackson last month the Executive Committee made plans to celebrate next year the hundredth anniversary of the founding of the Michigan State Library.

A Community Literary Club in a Library

By QUANTRILLE D. McCLUNG

Librarian, Park Hill Library, Denver, Colo.

THE Library Club of the Park Hill Branch Library has closed its fourth and most successful year, having fulfilled its purpose of furnishing good programs on literary subjects without any time-consuming non-essentials.

Some months previous to the initial program, the librarian asked three study clubs in close touch with the library to appoint one member each of a committee to help her in selecting officers for the new club. Their selection was from women who were known to be especially interested and consisted of a president, vice-president, secretary, and a program committee of three members. These women came together, decided on a time of meeting and arranged the first programs. The meetings were advertised by notices sent out to newspapers and to churches and clubs of the community. Later, postcards were sent for a time to women who left their names and addresses and the request to be notified. Now we have simple multigraphed programs, four or five hundred of which are distributed from the desk of the library and by zealous members of our own club and other interested groups.

At the close of the first year the president appointed a committee to meet with the librarian to select the officers for the coming year. This plan has been followed ever since, a slight change made this year giving us the best arrangement we have had for officers, namely, a group consisting of president, a vice-president who is also chairman of the program committee, the secretary, librarian and one other member. It is easier to function with a body of that size where the responsibility is concentrated in a few. It also works well to hold over one or two persons from the previous year, since they can begin the new year with a thoro knowledge of what has been done the year before.

We begin to prepare our programs months ahead of time and each member of the committee takes the part of the preparation best suited to her capacities and convenience. In case of any domestic emergency the librarian is always ready to take over any unfinished work. We try to make all programs valuable but not too heavy. In addition to numerous book reviews and the reading of plays, we have presented such subjects as the function of fiction, how a minister regards the best seller, publisher and the book, some modern novelists and their work, the new school of Western literature, the West in fiction, how to read a book. The aim is to give pleasure as well as information, and in the course of the season we feel that we have managed to meet the varying needs and tastes of those who attend.

There are no constitution, no by-laws, no roll of members, no dues. Everything is done in the simplest and easiest manner, the fact that we meet in the library supplying the necessary cohesive. The small expense is met by the library, as it should be, altho officers have been generous with postage and telephone service. The location of our library in one of the best residential sections and the spirit of friendly informality which prevails, have had much to do with our success, altho women come from all parts of the city and we occasionally have visitors from outside of town. Attendance varies, but during the last year it has not been less than forty and has gone as high as one hundred and fifty-one. At first, all that we did was in the nature of an experiment but we feel now that the experimental stage has been passed, that we know what to do and how to do it.

The best speakers are glad to come to us, and some who do not speak elsewhere without a fee give us their service without charge. Indeed, invitations to appear before the library club are much sought for. We meet promptly at 2 p. m., have the reading of the minutes and any announcements after which the whole attention is given to the speaker. At the close of the book review or talk an opportunity is always given for questions and remarks, most interesting material often being brought out in this way. Our speakers are given a definite amount of time and we now have our meetings so well in hand that they are usually over in time for mothers to reach home as the children come from school. Whenever feasible, displays of books connected with the topic of the afternoon are placed conveniently on the main floor and we note with satisfaction how the reading of certain authors has been stimulated.

The club has given two teas, one for the librarian and one for the new chief librarian and his wife who came to live in the neighborhood. Committees were appointed for these affairs, taking care of all details including the slight expense.

This venture would never have been attempted without the hearty and sympathetic co-operation of many of our women patrons who gave freely

of their time and experience. The club has performed more than one valuable piece of service for the library by working for an increased appropriation and using its influence in behalf of library legislation and in stirring up interest in the library in general.

Decorations for the Children's Library

The Sculptures and Paintings for Children at the Los Angeles Public Library: Described by Faith Holmes Hyers

ARCHITECT, sculptor and painter have worked together to give to the children in the murals and sculptures of the Los Angeles Public Library perpetual reminders of the stories they love.

The Children's entrance contains many a story for those who pause at the bronze doors. Relief panels depict Romulus and Remus, Pegasus, Aladdin, and other storied folk. At either side of the door the spirits of the east and of the west in Caryatides speak of distant land and other times. Just above the door the inscription "The World is my Book" explains the significance of the elaborate carving of the world, with the sea beneath, and the sky above. Proteus and Galatea, god and nymph of the sea, ride the waves. A crescent moon peeps over the horizon, a great winking sun nods above the world. And crowning the whole, the delightful phrase, "Books are doors into fairyland, guides unto adventure, comrades in learning." Children who pass thru this door have entered an atmosphere of the book world, lovingly created by the library's sculptor, Mr. Lee Lawrie.

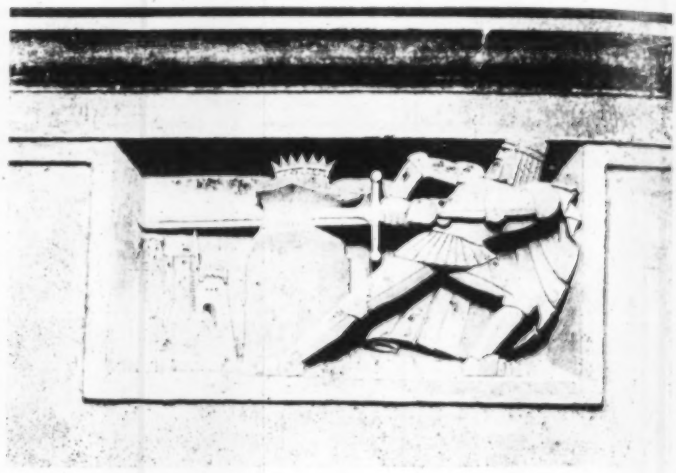
They may go next into the long low room equipped with tables and chairs and settles that fit small figures, and lined with books of all shapes and colors. As they enter, the great life-size figures of the story of Ivanhoe greet them from the walls. Adventure, romance, chivalry, knights and fair ladies breathe in the atmosphere of this reading room. The familiar figures of King Richard, Lady Rowena, and Ivanhoe seem to speak of thousands of other tales waiting to be read in the books on the shelves. The entire story of Scott's Ivanhoe is symbolized in the ten scenes which are carried around the walls. The soft brown tones of the beamed ceiling and furnishings afford a neutral background to the colorful murals worked out by Julian Garnsey and A. W. Parsons.

Armed with a book, the children may step out into the children's court where are stone benches and tree wells, and where a fountain is to be placed sculptured with the great people of storyland. Eight carved panels above the piers reveal the spirit of childhood, touched with love and humor by the sculptor. At one side, Mother Goose is commemorated in a comical Tom, the Piper's Son, holding aloft a fat pig, and in a crowded panel of a cow, a moon, a laughing dog, a cat and a fiddle. One side of the court carries two scenes from *Alice in Wonderland*, plainly inspired by Tenniel's illustrations; the opposite side bears reference to two of the Arabian Nights' tales. And the last group honors King Arthur and Robin Hood.

THE ENTRANCE TO THE CHILDREN'S LIBRARY AT LOS ANGELES

The thought taken for children in the art of the library is but a sign of the care and skill expended in the building of a temptingly royal road to booklore, thru excellent book collections, story-hours, biography

and travel hours, games that show how to use the catalog and how to find books on the shelves. There is scarcely a child of junior-high school age in Los Angeles who is not perfectly at home in a public library, who does not know his *David Copperfield*, and his David Putnam, his *Treasure Island* and his *Dark Frigate*. More than two and a half million books were borrowed last year by these children.



KING ARTHUR DRAWING THE MAGIC SWORD FROM THE ANVIL

The History Censorship in Chicago

BOTH the Chicago Public Library and the University of Chicago have been drawn into the controversy aroused by the efforts of Mayor William Hale Thompson to prove Superintendent of Schools William McAndrew guilty of disseminating pro-British propaganda in Chicago schools. The original charges against Superintendent McAndrew, now on trial before the school board, were that he was guilty of insubordination. A committee appointed by the Mayor to investigate American histories used in the public schools reported that they had found "sinister alterations" in school histories which "seemed to reflect the fruition of the seeds planted by the Rhodes scholarships, the Carnegie Foundation and the English-Speaking Union." The histories attacked for pro-British bias included Wilbur Fiske Gordy's *History of the United States;* Andrew C. McLaughlin's *History of the American Nation;* Ruth West and Willis Mason West's *Story of Our Country;* William H. Mace's *School History of the United States;* and *A History of the United States*, by Mace and Bogardus. Professor David S. Muzzey, whose *History of the American People* was also indicted, replied by filing suit for $100,000 damages against former Representative John J. Gorman of the committee.

A dramatic threat by Urbin J. Herrmann, a member of the library board, to remove pro-British books from the shelves of the public library and burn them on the lake front was not carried out after Edward J. Bohac, a lawyer, sought as a taxpayer an injunction to restrain Mayor Thompson from "destroying taxpayers' property." Mr. Herrmann had already taken out four volumes of "The American Nation" series, a co-operative history edited by Albert Bushnell Hart in 1907, but contented himself with a private bonfire of Schlesinger's *New Viewpoints in American History*, which he is reported to have purchased for that purpose.

An ironic factor in the situation is that the present Chicago Public Library owes its restoration after the fire of 1871 to an Englishman, the novelist Thomas Hughes, who sent a collection from London of 12,000 books to which Queen Victoria, Gladstone, Disraeli, Tennyson, Carlyle and hundreds of other British literary men, statesmen and institutions contributed.

Carl B. Roden, librarian of the Public Library, returned from Europe in time to state his willingness to assist Mr. Herrmann, as a member of the library board, in his search, altho he said that he had no knowledge of a conscious effort on the part of Great Britain to subsidize American historians, but that since the war there has been a new school of history interpretation. "If the investigation is to involve only history textbooks," Mr. Roden said, "the library will be but little concerned. We have fought shy of stocking our shelves with textbooks, because of the enormous demand that would result if it were found that we had them." He pointed out that if all books containing unfavorable criticism of this country were to be banned, there would be a prodigious number.

At the moment of writing (October 26), Mayor Thompson has fallen afoul of one of the A.L.A. "Reading With a Purpose" bibliographies. This is Herbert Adams Gibbons' *The Europe of Our Day*. "I am informed," he says, "that four of the histories which the Chicago Public Library thus concurrently recommends to the reading public and incorporates in a 'reading course' are biased and unfair and in instances most insulting in their comments on America and American policies and that they contain much that palpably is untrue, as well as detrimental to this country."

The American Hospital Association Library Exhibit

Report of the A. L. A. Hospital Libraries Committee on Their Exhibit at the American Hospital Association Convention, October 10-14, at Minneapolis.
By Perrie Jones, Chairman.

SHE had trudged past miles of exhibits. Everything on earth that could possibly be connected with a hospital had been put on display, and such a terrific, devastating display it was: everything, everything from ambulances to needles, from Vita-glass to Vita-mines. Her mind was like a pile of jack-straws tumbled out on a table and her body in an even worse condition.

Booth 326, 327. The end. And she sank into a low chair with scarcely more than a look round to see she did not land on the floor. So this was the booth of the Hospital Libraries Committee of the American Library Association. How queer, and what was the A.L.A. anyway? And what cute shelves and weren't the books nice, and what does *this* mean? And she laughed as she looked over the headings for the different lots of books—"Mental Cocktails and Spiritual Pick-me-ups"; "Sedatives for Impatience"; "Stimulants for a Faint Heart"; "Accelerators for Sluggish Blood"; "Poppy Juice for Insomnia"; "Pills to Purge Melancholy."

Settling herself under the reading lamp she reached for one of the picture books for children which were gaily decorating the top of the long, low book-shelves. "I really do mental nursing," she said and her eyes slid along to such books as *A Mind That Found Itself* (Beers), *Reluctantly Told* (Hillyer), and *Fear* (Oliver), with their appropriate shelf captions. . . . "But these are so pretty!" Hard on her remark and equally attracted by those same books for children appeared a youngish man. Might he look? Oh, yes, these pages won't tear. These drawings were well done. Could he have the address of the publisher? They should have such as these in the Child Guidance Bureau.

Hospital superintendents from Boston, New York, and Providence to Vancouver stopped for a pleasant word or lists or for all information that was available. Would we send them arguments to use with their public library to convince them that it wasn't dangerous to the health of the community to circulate books in the hospitals; or, how could they get more co-operation from the library; or, they wanted more frequent service and, you see, they had only volunteers now. How should they go at it to get more supervision of the work on the part of the library? Yes, they used to have public library service but they wanted service oftener, so the student nurses were trying to take care of it now. And then, of course, there were the many, many evidences of great satisfaction and appreciation on the part of the hospital authorities for this service which can so greatly affect not only the morale of the institution but the convalescence of the patient. Never had I heard such demand for trained service as came from these hospital administrators and their nurses.

On the second day of the convention which lasted from October 10-14, Dr. Richard Olding Beard, professor emeritus of the College of Medicine of the University of Minnesota, spoke at the general meeting in the new and truly enormous Minneapolis Auditorium, on the Hospital Library. So far as I know this is the first time that such a paper has been given at a national hospital or medical meeting and this occasion seemed particularly propitious with Dr. Louis H. Burlingham of Barnes Hospital, St. Louis, president-elect of the American Hospital Association, in the chair, and among the hundreds of listeners such interested backers as Dr. Frederick A. Washburn of Massachusetts General; Miss Mary Roberts, the editor of the *American Journal of Nursing;* representatives from Mt. Sinai Hospital, Chicago; Orthopedic Hospital, New York foreign delegates and many others just as interested.

The evening papers came out with headlines: "Careful Selection of Books to Aid Sick Urged at Hospital Convention. Paid, Trained Librarian should be employed, Dr. Richard Olding Beard tells American Hospital Association in Mill City; Healing value of reading stressed:

"Just like a physician, the hospital librarian should diagnose the mental condition of her 'patients' and give them books which will aid them, Dr. Richard Olding Beard, University of Minnesota, professor emeritus and secretary of the Hennepin County Public Health Association, declared Tuesday afternoon in an address before the American Hospital Association convention in Minneapolis.

"He urged a wider use of the therapeutic influence which books can exert over the sick. He

declared libraries should have specially trained hospital librarians to care for the reading needs of patients.

"There are books that are stimulants in their timely urge, books that are tonic in upbuilding power; books that are either sedative, hypnotic, nutrient, purgative, recreative, depressing or poisonous.

"The hospital librarian, he said, should be a 'case taker,' like the nurse and the doctor studying the mental qualities and conditions of the patient.

"In discussing the organization of the hospital library, he declared the hospital librarian should be a professional librarian, employed by the library and paid thru provisions of the library budget, but receiving every co-operation of the hospital."

This exhibit, just as was that at the American Medical Association in Washington in June, was an experiment in getting away from the usual booth with its chart-plastered walls, its multiplicity of graphs, charts, posters, photographs and a hundred other what-nots which often effectively discourage, weary, and exhaust the patience as well as the visual and mental perception of the passer-by. The accompanying illustration may give an idea of what we tried to do. We had samples of equipment, book carts, reading rests, and other practical suggestions of procedure, but the main idea was to have a restful appealing place to drop into, well selected books to browse over, and an experienced hospital librarian to advise with. A few book-lists and pamphlets should not be overlooked, as they are the tangible sign of whatever intangible grace may have been received.

It is due to the courtesy of the American Hospital Association and particularly to the interest of William H. Walsh, M.D., executive secretary of that association, that such adequate space was given an A.L.A. committee, and that national recognition was paid this form of library service which is also a comparatively new kind of hospital therapy, by so well-known an exponent of improved hospital and nursing conditions as Dr. Beard.

The contacts, the questions and suggestions, in fact the result of those days at the A.H.A. convention have made new friends, opened new vistas, crystallized vague plans and altogether given new courage to put into the problems that confront us.

Newspaper Reading of High School Pupils

By K. IRENE BOWMAN NELSON

Librarian, University High Schools, Iowa City

A STUDY made at the University High School, Iowa City, Iowa, sought to ascertain, first, the extent of newspaper reading done by pupils in the school library and, second, just what parts of the newspapers were being read. Two local dailies, the *Des Moines Register*, and the *United States Daily*, were accessible.

To discover whether these papers were being used by any considerable number of students, an observer kept count of each child who used one of them during the eight to nine o'clock period. The total attendance also was kept. This is the hour when the pupils come freely to the library to follow their own reading inclinations. It was found that during a period of six hours, twenty-four per cent of the children used the daily newspapers.

Later it seemed desirable to compare this with the use of other reference materials in the library. Slips were prepared, listing all possible activities in which a pupil legitimately might engage while visiting the library. The next six mornings each child who came to the library during the first period was asked to check on this slip the materials he had used during his visit.

The results were tabulated as follows:

	M.	Tu.	W.	Th.	F.	M.
Read a book	5	1	2	7	1	1
Returned a book		1	2			3
Checked out a book	1	1		1	1	1
Took out a textbook	3	3	2	8	3	2
Studied a textbook	19	12	12	10	1	9
Studied a reserve book	9			5	3	3
Used a dictionary	1	3	6			1
Used an encyclopedia			1	6		3
Used a yearbook						1
Saw a friend	2		3	2	3	1
Used the atlas				1		1
Read a magazine	5	5	3	1	7	1
Read a newspaper	1	2	1	9	3	2
Answered a question	1	1	5	3	6	5
Browsed about	1		1	2	3	7
Looked at pictures	2		1	2		1

The slips were handed to the pupils as they entered the library, and they were asked to make a check after any item as they used that material.

For the following week the daily papers were

rial. The slips were collected as the pupils left the room. This procedure, of course, is subject to a good deal of criticism. It leaves the investigator a bit too much at the mercy of the pupils. To meet this objection as far as possible, an attempt to secure the co-operation of everyone was made by announcing exactly what was being done to all study groups before the experiment took place. It was explained that the experiment was for the purpose of finding out how well the library was meeting the pupils' needs, and had no relation to their records of work and attitude in the library. The slips were not to be signed. Any attempt to be humorous would be entirely out of place. The librarian in charge watched the reactions of the pupils and believes that the work was seriously done.

This tabulation gives at least a rough comparison of the use of the daily papers with the use of other library materials. Of the total number of pupils who used dictionaries, encyclopedias, atlases, pictures, magazines, and newspapers, twenty-one per cent read the newspapers. Of all the pupils who engaged in any library activity during the period of observation, seven and six-tenths per cent used the newspapers.

In order to get a better view of the situation at the University High School, the experiment was tried in another school library and an Eastern public library. In the school library twenty-two and five-tenths per cent of all the pupils who used any reference works in the library, read the newspapers and nine and nine-tenths per cent of all the pupils who used the library, read them. The observation carried on in the public library of a medium sized city in New York State showed that seven and five-tenths per cent of the children who used the library while the experimeat was being conducted read the daily papers while seventeen per cent of the work with reference materials consisted in use of the newspapers.

This leads to the conclusion that in the University High School, as in two other libraries, selected at random and of unlike nature, the newspaper reading approximates one-fifth of all the reading done in reference books and periodicals. The importance of this reading can be seen, and the question at once arises as to what is actually read in the papers.

This problem was attacked in the following fashion. A certain recreational reading period at University High School was selected for the study and a careful explanation of the nature of the investigation was made to the pupils. They were told that, during the next week, newspapers could be obtained only from the desk, and they were asked to check each article of any nature which they read. Each pupil promised to do this and to be careful not to check anything which he did not read.

For the following week the daily papers were kept at the charging desk and as each child asked for one, he was given a red pencil and the instructions were repeated to him. The checked articles were clipped from the papers, arranged by type of material and posted on the bulletin board so that the pupils could see what they had read. This whole procedure is somewhat artificial, but not more so than any other which would yield as true results.

The clippings of checked articles were arranged in various types which are given below in their order according to the number of pupils checking each type.

Sport News, 68	Scandal, 16
Funny Strips, 54	Advertisements, 12
News, 45	Poems, 1
World and	Columns, 1
National, 15	Cartoons, 1
Local, 30	Editorials, 0

Under scandal were included all divorce proceedings, murder trials, abductions, robberies, and everything of like nature. Under news was placed the regular Associated Press, United Press, and local announcements of an impersonal nature. There are several interesting comments to be made on this tabulation. The papers which are taken by the University High School, naturally, do not cater to sensation, but at the time this experiment was done, there were at least two great murder news stories and one divorce being reported. Yet the figures for scandal show that only eight per cent of the articles were of that type. On the other hand, twenty-three per cent of all the articles read were true news stories. Many of the pupils who marked the papers probably read only the sport news and the funny strips.

It was a distinct surprise that the cartoons did not have more readers. A little study was put upon this problem. All the cartoons were clipped from the papers which the pupils had read during the week of observation. The subject matter of each was studied and recorded. It was found that ninety per cent of them dealt with political subjects. This return was then checked with the news stories and it was discovered that not a single news story checked had to do with politics in any form. As far as these wide-awake young Americans were concerned politics had no appeal!

This study takes into account, of course, only the papers the pupils have available at school. It is likely that an investigation of their home papers might show different results. Several recent studies have shown that newspapers form the greatest part of the reading of the American nation, and yet, for the most part the schools have done very little to teach the use and critical evaluation of this form of literature.

THE LIBRARY JOURNAL

TWICE-A-MONTH NOVEMBER 1, 1927

'TIS sixty years since Ralph Waldo Emerson suggested the necessity of a professorship of books and reading, and over fifty since that suggestion was developed in some detail in two papers—one by a librarian, the other by a professor—in the widely circulated report of the Federal Bureau of Education on *Public Libraries in the United States*. Now at length comes the report of the first year of an experiment in book-professorship which, due to the initiative of President Hamilton Holt, was made last year at Rollins College. It is interesting to see how closely the experience of Rollins has followed the ideas worked out in 1876, with regard both to the importance of the science of reading as a key to all knowledge and therefore as a means of completing courses of study begun at college, and to the value of recreational reading for the enrichment and invigoration of the mind. The course has been eagerly hailed by the students of Rollins, and further news of the successful continuation of the experiment will be awaited from Professor Grover, whose wide interest in books as author, editor, and publisher, has afforded him peculiarly good preparation for happy occupation of the first chair of books.

TOO readily, however, does the mind leap from that vision of half-a-century ago to its realization in today's report. For while the formal title of professor of books has not been used, the years between have seen not a few who have effectually held the post and accomplished the work attaching to such a professorship. There has always been the book-loving librarian who passes on his book knowledge and book enthusiasms, awaking and maintaining the interest of faculty members or other specialists in the building up of valuable collections, and simplifying for undergraduate and research worker alike the use of those collections. Sometimes the field is relatively small, the technique simple, but the harvest more than rich, as in the case of the busy librarian of the smaller college who places interesting titles and attractive editions where the passing student cannot but stop to make their acquaintance and finds time somehow to discuss books with the timidest freshman. Close kinship has the public library's "professor," whose devices range all the way from the broadcasting station and the lecture platform to the study of the reader's adviser, the book truck, and the pack of samples carried on mule-make to remote mountain dwellers, eager for the "enrichment and invigoration of the mind" thru intellectual culture and discipline, which is made possible and enjoyable by the book-wisdom of the library peddler.

INTERNATIONAL exchange of information will be furthered by the recent action of the Assembly of the League of Nations in recording as particularly worthy of attention and encouragement the proposals of the League Committee on Intellectual Co-operation in regard to the creation, at the International Institute of Intellectual Co-operation, of an international service of co-ordination between the information offices attached to libraries, and its expressing the hope that such offices may be established in those countries where they do not already exist. Another proposal specially commended is that for co-ordination between the organs of bibliography for the various sciences, an example of which is that for the proposed bibliography of the economic sciences outlined on page 1035.

Calendar

Nov. 4-5. At Huntington. West Virginia Library Association.

Nov. 8-10. At St. Paul. Minnesota Library Association.

Nov. 9-10. At the Hotel Lincoln, Indianapolis. Indiana Library Trustees Association.

Nov. 10-11. At the Lincoln Hotel, Indianapolis. Indiana Library Association.

Nov. 16-19. Port Arthur and Beaumont public libraries will be joint hosts to the Sabine District meeting of the Texas Library Association.

Dec. 29-31. At the Drake Hotel, Chicago. Midwinter meeting of the A. L. A. Council and other groups.

Library Organizations

Twenty Years of the Association of French Librarians

IN January 1906 a circular letter was sent to French librarians with the result that the Association des Bibliothécaires Français was founded on April 22, 1906. The program of the ensuing twenty years for the Association, its relations with public officials, the administration of its *Bulletin*, the reforms it has asked and the results it has obtained are reviewed by Gabriel Henriot, president of the Association, in an article in the *Revue des Bibliothèques* for April-June of this year, since reprinted to form part of the *Annuaire 1926* of the Association. The *Revue* is now its official organ, since the *Bulletin*, founded in 1907, was discontinued at the end of 1925.

Separate groups have for the most part been absorbed or annexed. In 1909 the solidarity of the infant association was threatened by the formation of groups of university librarians on one side and staff members of the Bibliothèque Nationale on the other; these, however, were soon collaborating with the Association. In 1920 was formed a Fédération des Associations des Bibliothécaires et des Archivistes thru which the common aims of specialized bodies are realized. Only some university librarians in the provinces have held aloof.

A Commission Supérieure des Bibliothèques created January 12, 1909, by order of the Minister of Public Instruction and Fine Arts, has never justified the hopes of co-operation with the government which its creation aroused, partly because librarians are in the minority among its members, the scope of its deliberations is limited, and the president of the Association has not been admitted to it. Better organization of library resources is necessary and the Association thinks desirable a Direction des Bibliothèques equivalent to the Direction des Archives; re-organization of the Inspection Générale des Archives et des Bibliothèques; a single body of librarians, consisting of the librarians of the national libraries of Paris, university libraries, certain Paris municipal libraries, important municipal libraries elsewhere, and of the libraries attached to the ministries and other public administrations; also a body of assistants or assistant librarians, intermediate in position between the chief librarians and the service personnel.

The Association "has not sacrificed its duties to its rights." The pages of the *Bulletin* have been open to a large number of studies in library economy intended to improve the service of French libraries. The proceedings of the conferences sponsored by the Association and organized for four years at the Ecole des Hautes Etudes Sociales by former president Eugène Morel were published by Rivière (1912-1914), and constitute a valuable collection of ideas, facts and technical researches which form a useful complement to the shorter articles in the *Bulletin*.

Massachusetts Library Club

LITERARY features bulked larger than technical library problems on the program of the fall meeting of the Massachusetts Library Club, held under perfect weather conditions at the Sea Cliff Inn at Nantucket with 120 librarians in attendance and with President E. Louise Jones in the chair.

The historic background of Nantucket itself was described by Mrs. Stokeley Morgan, past regent of the Nantucket D.A.R., while Edna Phillips opened the program on the evening of September 8 with an informal talk on impressions of Greece and Turkey, gained while on a trip taken this spring to give her fresh background for her work with new Americans at the Massachusetts Division of Public Libraries. "Around the World with a Book Shop" was the title of a talk by Lesley Frost, daughter of Robert Frost, who a year ago sold books on one of Cook's world cruises. Austin Strong, dramatist and stepgrandson of Robert Louis Stevenson, was present and spoke informally on his boyhood days at Vailima.

An interesting talk on "Book Making for Boys and Girls" was given by Louise H. Seaman of the children's department of the Macmillan Company, with stress on the importance and difficulty of proper illustration. The Macmillan "Little Library" is one of Miss Seaman's successful experiments. At the last session Everett Dean Martin, director of the People's Institute of New York City, described the beginnings of the Institute thirty years ago and how it developed into the first of the American forums for controversial discussion and latterly into a sort of adult university in which courses are given, to any one wishing to enroll, on all kinds of educational subjects. Mr. Martin estimated that at least two million adults are taking educational courses in the United States at the present time.

For the technical side of the program, Leslie T. Little, of the Waltham Public Library, gave warning of the need of caution in buying subscription sets, and a committee appointed to draw up uniform rules for counting the circulation of books in school room deposits submitted a report which will be sent to the A.L.A., with the recommendation that the latter adopt these rules in preference to its own.

North Dakota Library Association

KNOW Your Own State was the theme of the meeting of the North Dakota Library Association held in Dickinson, in the extreme south-western part of the state, on September 15, with twenty-five in attendance. Temporary suspension of business on the part of the bank which held the association funds created another difficulty which was overcome with good spirit. Emphasis was placed on exhibits of books by North Dakota authors, books about North Dakota, pamphlet material free or sold at nominal cost, and phases of wild life in the state. Florence Davis, of the State Historical Society, afforded some interesting glimpses into the lives of a large group of North Dakota authors, illustrated by a unique exhibit, geographically arranged, of books whose authors she discussed. P. E. Byrne, of Bismarck, author of *Soldiers of the Plains*, gave reminiscences of the early history of Bismarck, and George Will of the same city spoke on the conservation of wild life.

A discussion of library pensions by Mrs. Searing of Wahpeton, a careful survey of the proposed county library law by Lillian Cook of the Library Commission, a paper on adult education by Clara Richards of the Masonic Temple library at Fargo, and an able discussion of the publicity plan whereby Mrs. Kuenning of Williston won third prize in the national Children's Book Week contest sponsored by the General Federation of Women's Clubs, made up the technical side of the program.

Officers were elected as follows: President, Harriet Pearson, Agricultural Library, Fargo; vice-president, Mrs. Ethel Kuenning, Williston; secretary-treasurer, Gertrude Voldal, Dickinson.

Library Book Outlook

ONCE again Biography leads in the number and importance of the new book offerings, with Travel a close second.

Chronology of Woodrow Wilson, by Mary V. Pennington (Stokes, $3.50), arranges the important days of Wilson's career in chronological order, gives his most notable addresses, and a brief description of the League of Nations and the League of Nations Covenant. *Field Marshal Sir Henry Wilson, His Life and Diaries*, by Sir C. E. Callwell (Scribner, 2 v., $10), contains some astounding revelations of what went on behind the scenes in the war period. *Andrew Jackson*, by Gerald W. Johnson (Minton-Balch, $3.50), is the story of the amazing and theatrical career of the seventh president of the United States. *Commodore Vanderbilt*, by A. D. Howden Smith (McBride, $5), is the story of the rise of America's foremost railroad king. *Lincoln and the Railroads*, by John William Starr (Dodd, Mead, $3), is a study of Lincoln as railroad attorney and traveller.

Those Quarrelsome Bonapartes, by Robert Gordon Anderson (Century, $2.50), is a new life of Napoleon, in which we see him in relation to the other members of his family. *Louis XVIII*, by J. Lucas-Dubreton (Putnam, $3.50), is the history of a pathetic monarch, the last remnant of Bourbon royalty. *Up the Years from Bloomsbury*, by George Arliss (Little, Brown, $4), is the autobiography of an English actor well known in this country.

The new travel books include *A Vagabond in Fiji*, by Harry L. Foster (919.6, Dodd, Mead, $3), relating further fiercely joyous adventures of this travel expert, this time in Samoa, the Tongas, and Fiji; *Cleared for Strange Ports*, by Kermit Roosevelt and others (910, Scribner, $3.50), in which four members of the Roosevelt family tell of their travel experiences in various parts of the globe; *Islands of Queen Wilhelmina*, by Violet Clifton (919.1, Houghton Mifflin, $5), an illustrated account of the author's travels in the Dutch East Indies; *A Wayfarer on the Seine*, by Edgar I. Robson (914.4, Houghton Mifflin, $3), a travelling companion on the journey from Havre to Paris, Troyes, and Chatillon; and *Romantic America*, by E. O. Hoppé (917.3, Westermann, $7.50), the first popular pictorial presentation of our country, consisting of 304 full-page pictures of city and country, reproduced from photographs by the rotogravure process.

History and Sociology are represented by the following new books: *Sister*, by Helen Dore Boylston (940.9, Ives-Washburn, $2), a straight-from-the-shoulder account of the experiences—tragic and humorous—of an American girl in a front line dressing station during the War; *The Silent Force*, by T. Morris Longstreth (352,

Century, $4), recounting the dramatic history of the Canadian Mounted Police; *Creative Education in School, College, University, and Museum*, by Henry Fairchild Osborn (370, Scribner, $2.50), a re-editing and partial rewriting of some of the forty or fifty recent educational addresses of this potent personality; *The Heritage of Women*, by Alice Ames Winter (396, Minton-Balch, $3), showing the long procession of women who have contributed to the progress of the world; and *The Great Days of Versailles* (391, Scribner, $3.50), a picture of court life at Versailles during the later years of Louis XIV's reign.

There is a new English translation of Goethe's *Faust*, by William Henry Van der Smissen (831, Dutton, $5), a rendering into verse in the original metres, with commentary and notes.

Saturday's Children, by Maxwell Anderson (812, Longmans, $2), is a play about young men and women, and modern marriage, that has enjoyed a long run in New York.

Another *Catholic Anthology*, this time compiled by Thomas Walsh (811.08, Macmillan, $2.50), contains selections from every age and every land, arranged chronologically.

Pottering Around, by MacGregor Jenkins (814, Little, Brown, $1.50), contains new essays, describing further episodes in the life of a rural sentimentalist.

The Life of Don Quixote and Sancho, by Miguel de Unamuno (863, Knopf, $5), is an exposition of Cervantes' great figure in the light of modern life, written by the famous Spanish philosopher.

In Science we have *The New Reformation*, by Michael Pupin (501, Scribner, $2.50), which shows how completely science has changed our comprehension of the universe; *Animal Mind*, by Frances Pitt (591.5, Stokes, $4.50), which endeavors to enter the mind of the animal and place before the reader its probable outlook on existence; and *Children of Swamp and Wood*, by Archibald H. Rutledge (591.5, Doubleday, Page, $2.50), essays and studies dealing with the wild life of the Carolina coastal plain.

Miscellaneous non-fiction titles include *Cow Country*, by Will James (639, Scribner, $3.50), giving further sketches of the cow camps and horse corrals, of the real cowboy and the real West; *Photographic Art Secrets*, by Wallace Nutting (770, Dodd, Mead, $3), in which this noted photographer shows amateurs and professionals how he takes artistic and beautiful pictures; *The Art of Theatre Going*, by John Drinkwater (792, Houghton Mifflin, $3), supplying pointers that will enhance one's enjoyment of the theatre; *Frontier Ballads*, by Charles J. Finger (784, Doubleday, Page, $3.50), a treasure-trove of songs, with music, from lawless lands; and *Best Sermons, Book Four*, compiled by Joseph Fort Newton (252, Harcourt-Brace, $2.50).

The new fiction of interest includes C. E. Montague's *Right Off the Map* (Doubleday-Page, $2.50), a high class imaginary story of a British leader in South America who exerts his power to bring about an unjust war; Zona Gale's *Yellow Gentians and Blue* (Appleton, $2), nineteen short stories revealing some of the deeper issues of life; Warwick Deeping's *Kitty* (Knopf, $2.50), in which a modern girl fights for her husband against his selfishly possessive mother; Lucy Furman's *The Lonesome Road* (Little, Brown, $2), another story of Southern mountaineer life, based on the friendship existing between two boys; Martha Ostenso's *The Mad Carews* (Dodd, Mead, $2.50), a study of marriage and love, with the prairie again as a background; Mazo De La Roche's *Jalna* (Little, Brown, $2), the *Atlantic Monthly's* $10,000 prize novel, in which an indomitable old woman and her family are set against the background of a large estate in the Canadian wilderness; Rafael Sabatini's *The Nuptials of Corbal* (Houghton Mifflin, $2.50), a tale of adventure in the days of the French Revolution; George A. Birmingham's *Gold, Gore, and Gehenna* (Bobbs-Merrill, $2), a riotous tale of treasure hunting on an island off the Irish coast; G. K. Chesterton's *The Secret of Father Brown* (Harper, $2.50), a new group of mysteries solved by the entertaining detective, Father Brown; Natalie S. Lincoln's *The Dancing Silhouette* (Appleton, $2), a murder-mystery story; and two further murder-mystery stories by J. S. Fletcher, namely *The Strange Case of Mr. Henry Marchmont* (Knopf, $2), and *The Bartenstein Mystery* (Dial Press, $1.75).

LOUIS N. FEIPEL.

Opportunities

Trained librarian of eleven years' public library experience as reference and head librarian, desires position in small town or city. P. H. 19.

Wanted for Southern college, worker able to translate articles from Russian, German, French, etc., into English. P. I. 19.

Librarian knowing Russian, German and French, with reference and other research experience and one year's charge of a small library, wants change of position which will give her wider experience and a higher salary than does her present position. S. S. H. 19.

Wanted, position as librarian or assistant librarian in southern college or university. College graduate, experienced, holding library certificate. Salary about $2,000. N. E. 19.

Wanted at once, a children's librarian for northern New England city, trained librarian who can take full charge of a fifty thousand volume annual circulation. W. N. 19.

Experienced cataloger and indexer desires position in New York City. Fourteen years of library work and eight years of indexing. H. B. 19.

Library Work

Notes of Development in all Branches of Library Activity Particularly as Shown in Current Library Literature

A Report in New Guise

SOMETHING genuinely new in the form of a report and survey comes presumably from the Lakewood (Ohio) Public Library, which tells the story of its ten years' growth, work in study and recreation, with children, with schools and its plans for the future, in a series of leaves of graduated size stapled together and indexed in bold letters on the front so that a flip of the leaves, as of a calendar pad, will bring a briskly written and interestingly illustrated story to view. The report is written apparently for local reading only, and the only clue to the whereabouts of the city is that it is spoken of as a port of Greater Cleveland. Otherwise credit might be given to any of nine other Lakewoods.

Self-help for the Small Library

NO library, however small, need remain in poverty and isolation except by its own choice, as the North Abington (Mass.) Public Library points out, citing itself as an example, in its *Bulletin* for May, in an article well calculated to promote further use of the riches it administers. It is a library of the simplest type, a single room with an alcove for the children, with open-shelf collection of some 9,000 books, an annual income of about $2,700, and a librarian and assistant librarian. But it has a close and cordial connection with the neighboring and much larger library at Brockton, which lends it everything from books to paintings; it is a member of the Old Colony Library Club, an organization of librarians and trustees from forty towns in Eastern Massachusetts; it borrows frequently from the loan collection of the State Division of Public Libraries; and it makes intensive use of the publications of the A.L.A.

Broadcasting Again

To the Editor of the LIBRARY JOURNAL:

In his article on library broadcasting by libraries in the LIBRARY JOURNAL for October 1st, Mr. C. H. Brown gives our Library as broadcasting twice a week. This is correct for last year only. By special request of Station KMOX we are now broadcasting five times a week—every day except Thursdays and Sundays. This, of course, is interesting as evidence that the management of the Station is pleased with the matter presented last year and with the manner of its presentation. I have occasional requests for my opinion with regard to the results of this form of publicity. It is difficult, or perhaps impossible, to follow this up in any way, as indeed is true of almost any form of library publicity. All of it would seem to be in the nature of bread cast upon the waters. Whether because of it or in spite of it, libraries have certainly been making progress during the period when it has been in use, and most of us seem to be ready to keep it up.

With regard to this particular form of publicity, the trouble may be made slight by division of labor. We have so arranged our program that no member of our staff is obliged to broadcast oftener than once every two weeks. By request of the broadcasting station we are also broadening the scope of the talks. We now include standard literature and also standard subjects, using books as illustrations rather than as the subject itself. For instance, I am giving a series of talks this winter on phases of scientific research, Mr. Charles H. Compton on modern fiction and Miss Bertha Doane on poetry.

ARTHUR E. BOSTWICK, *Librarian*
St. Louis Public Library

Library Service to Employed Youth

METHODS of reaching working boys and girls who are attending continuation schools, of making them feel at home in the library and of stimulating their desire for recreational as well as for vocational reading were the subject of Amelia H. Munson's paper read at the conference on Education of Employed Youth in New York City last spring and just now published in *New York Libraries* (number dated August). Miss Munson represented the New York Public Library, which in the past two years has placed the facilities of nine of its branch libraries at the disposal of groups from neighboring continuation schools, who come to pay class visits in numbers as large sometimes as eighty-five students. Special collections of enjoyable books in the best editions are kept in the library to insure their actual presence when the class arrives and are then brought out, not for display but for examination, and a speaker is always present to welcome the

class to the library and to talk with them about books, picking up one here and there as she tells something about its story. Prejudices on the part of some youths against any and all books must be overcome. Others have had their tastes so impaired by the continued reading of sensational newspapers and so called "confessional" magazines that a normal wholesome book has no attraction for them.

When continuation schools were first organized in New York City boys and girls affected by the law had already left day school and had disappeared into industry, and the newly organized schools had to go out into the streets and into the offices and factories to bring these children back. The library was confronted with a new class of readers half-way between the children's room and the adult department. A special card is provided for these youths to assure them of their recognized standing as adults. The card reads as follows: "This is to certify that John Doe is a pupil in continuation school and is therefore eligible for full adult privileges in the New York Public Library." Another successful aid is a *List of Books for Older Boys and Girls*, compiled by a committee of librarians who come in direct contact with young people thru classes and library clubs. The list is divided under such headings as boys and girls use when they talk about books: "Sea and Adventure Stories," "Mystery and Detective Stories," "Humorous Stories," etc., and is kept in loose-leaf form and mimeographed rather than printed, so that it can be kept up-to-date. The vocational material includes authoritative books on vocational guidance and the study of occupations, trade books and journals if possible, and all sorts of pamphlet material from the very detailed studies put out by the University of California, which include job sheets, more acceptable to working boys than textbooks, to the breezy little leaflets distributed by the Vocational Bureau of Chicago.

Browsing Day in the Class Room

"ONCE in three or four weeks we have a 'browsing day' with our library books," writes Ruth Crocker Hoffman of Riverside, Calif., in a recent *Sierra Education News*.

"My library committee arranges all of the Public Library books along the chalk tray, and even along the floor. We have as a rule over one hundred books."

Pupils choose their own browsing time. At some time during the day—before or after he has finished his other work—each pupil goes carefully over the collection and chooses five or ten books which he thinks he would like to read and jots down the title, author, date of publication, kind of print, number of pictures. Afterwards he makes a good ink copy of his list to be tacked above the library shelves.

"It is amusing to see a boy squat down against the wall with a book, turn over the leaves for a few minutes and read here and there, then finally slip clear down to the floor, reading absorbedly for a time before he steps to his desk to jot it down on his list, then to see the other fellows rush for it when he returns it!

"It is a happy day for us all. They will bring a book to me to see a particularly interesting picture, or to read a bit about some character we have been talking about in the history class.

"Needless to say, the school work is quite religiously done, because the day is so different from the general routine."

Here is a sample of a pupil's library slip:

Jean Dodge. *Sixth Grade*. Longfellow School.

Book	*Author*	*Date*	*Print*	*Pictures*
Sandy's Pal	Hunting	1915	Good	Few
Mother Cary's Chickens	Wiggin	1831	Good	Few
Golden Dicky	Saunders	1919	Good	Several
Lobo, Rag & Vixen	Seton	1899	Fine	Six

A Proposed Bibliography of the Economic Sciences

AN international bibliography of the economic sciences based on the co-operation, regionally distributed, of five central specialist organs which already exist and have given proof that they can carry out such bibliographical work proposed recently to the Sub-Committee on Bibliography of the League of Nations International Committee on Intellectual Co-operation, has received the approval of the League Assembly.

Representatives of the institutions named below pledged the latter at this meeting to deal with books and periodicals in the languages specified. Germanic languages (German, Danish, Dutch, Norwegian, and Swedish) will be undertaken by *Weltwirtschaftliches Archiv*; Greco-Latin languages by *Revue d'Economie Politique* (French and Roumanian), *Giornale degli Economisti* (Italian and Greek), and *España Económica y Financiera* (Ibero-American languages); and English, by the London School of Economics (English publications appearing in the British Empire). The meeting requested the American National Committee on Intellectual Co-operation to ask the American Economic Association and the Social Science Research Council to undertake the same work in respect to publications in the English language appearing in the United States. It was the opinion of the meeting that a circular letter

should be sent out to publishers of books and editors of periodicals, explaining the aim and basis of the proposed bibliography. This circular should be based on the letter drafted by the meeting for the co-ordination of the bibliography of physics, and should be signed by the representatives of the five institutions and by the United States representative when appointed, if he is willing to adhere.

The length of the analytical summaries of articles, it is contemplated, will not be more than about one-half to one per cent of the length of the article, while analytical summaries of books should not exceed ten or twenty lines in length. The abstract should as far as possible cover the entire subject matter of books, pamphlets and reviews which treat the subject scientifically, and of official reports of economic interest. All other periodicals, including daily newspapers, may be treated selectively. All bibliographies should be printed on one side of separate sheets or sheets which can be separated, of uniform size. Professor Harms, director of the Institut für Weltwirtschaft und Seeverkehr, was asked to fill the office of general manager for an initial period lasting until the next session.

Library vs. School Branches for Chicago

TWO movements of large proportions are going forward in Chicago for increasing the library and general education facilities of the city. The first contemplates the erection of three regional libraries, eleven branch libraries to replace rented quarters, and sixteen branch buildings to serve new territory and replace unsatisfactory free quarters, a total of thirty new buildings and sites which are urgently needed, but which, with the resources available, probably cannot be completed within twenty years and possibly not within forty years. The second movement is the program of the Board of Education which calls for the continued erection of new junior and senior high schools until some seventy-five or more have been put in operation. These too cannot be secured, with the funds available, except after a long term of years. The plans for all these high schools include space for library purposes, both reference and reading. To avoid the duplication of buildings and service indicated in these separate programs, the Education Committee of the City Club of Chicago suggests modifying the proposed plan of purely independent branch library buildings, one to a ward, to a system of regional branch library buildings, supplemented by school community library branches, school sub-branch deposit stations, and school classroom collections. The Committee bases its conclusions on a summary of opinion from leading libraries and practice in large libraries issued in a pamphlet of forty-six mimeographed pages.

This compromise would result in a saving of one-third in public funds, one-half in library funds and proportionately less to the public schools, in the opinion of the Committee. "Our experience is that $2 of public money serving a branch library in a school, counting the expense both to the School Board and to the Library, will serve as many people as $3 expended in a library building used entirely for library purposes. We also need the separate branch library building for regional work," writes Samuel H. Ranck of the Grand Rapids (Mich.) Public Library to the Committee. The annual report of the St. Louis (Mo.) Public Library issued in April 1926 states that it cost the library twice as much in the past year to secure about the same sized circulation from an independent library building branch, the Crunden (cost $14,514—circulation 176,167 volumes) as the Stix School Community Library Branch (cost $7,514—circulation nearly as great, i. e., 171,226 volumes). All other branches, independent and school community, respectively, were in proportion. Four school community branches can be built and equipped for the same cost as one separate building, according to Purd B. Wright of the Kansas City (Mo.) Public Library. In this connection it should be borne in mind that no ground cost is charged to the school branches.

It is a practical plan, since it has already been successfully adopted in a great many American cities, and is considered by some experts as the preferable plan, writes the spokesman of the Chicago Joint Committee on Public School Affairs, Albert P. Allen. It is better to give the present day population a maximum of reasonable opportunity than to deny a large portion of them any facilities at all in order that a more ideal solution of the problem will be provided for the use of the next generation, he continues. If new branch libraries are at first limited to those of the regional type, which can also serve as supply stations for the adjacent territory, including schools, the maximum benefit from the use of the Library Board funds will promptly be secured. Such regional branches cannot well be placed in school buildings, and they will create centers which will be of immediate benefit in securing the greatest distribution of library facilities in the shortest possible time. After all such necessary regional branches have been built, the Library Board should locate any additional branch libraries only in those parts of the city where, under the Board of Education's program, a suitable high school building will

not be available for a number of years, and never in close proximity to an available high school building. The co-operation of the Board of Education with the Library Board in establishing the best possible branch library facilities in its available high school buildings will be of great educational advantge to the community. If this is true, then the Board should alter (and enlarge if necessary) its plans for future high school buildings so as to make them more completely suited for use as branch libraries for the neighborhoods they serve. The Board should also arrange so that such library facilities will be available at all hours found necessary or desirable in connection with such public library use. Incidentally, the program proposed herein will result in a very complete test of both types of branch library facilities long before there will be any necessity or valid excuse for the two plans to compete with or duplicate each other in any one section of the city. This is because neither the Library Board's program for a complete system of regional and branch libraries, nor the Board of Education's plans for a complete system of Junior and Senior High Schools can be carried out for a long time, variously estimated at from twenty-five to fifty years.

Current Literature and Bibliography

Under the title *The Year's Work in Library Studies* the British Library Association proposes if sufficient support is assured to publish an annual survey, international in scope, of the preceding year's chief publications, whether in books or in journals, on librarianship in its widest sense, covering palæography and archives; bibliography, historical and general; and modern library practice and development. Each chapter will be written by an expert, and the general editor will be Arundel Esdaile, editor of the *Library Association Record*. The footnote references will, in effect, form a running classified bibliography.

The production of the volumes will, it is hoped, be entrusted to the Cambridge University Press; they will in any case be carefully produced.

The cost of the octavo volume of about two hundred pages will be 5s. or 7s. 6d. and subscriptions (without money) will be received by the Hon. Secretary of the Library Association, The Public Library, Buckingham Palace Road, London, S.W. 1

Jennie M. Flexner's text-book on *Circulation Work in Public Libraries* (in book form) is now ready. The tentative mimeographed first draft aroused the kind of criticism and comment which made a thoroly revised and comprehensive text possible, and the book has been condensed by about one-fourth and reorganized as a whole.

Every phase of circulation work is covered in the fourteen chapters, from a consideration of the functions of circulation to "the personality of the circulation librarian" and "the assistant and his reading."

The aim is to co-ordinate theory and its application and to set forth the best practice as reflected by a study of the methods of more than fifty modern libraries. The book recognizes the importance and possibilities of circulation work, and attempts to give new life to the ideal of service thru personal contacts.

"Thought questions" and reading references follow each chapter. (Chicago: A.L.A. 320p. Cloth. $2.50).

A revised edition (June 1927) of Anne Morris Boyd's *Outline for the Course in United States Government Publications as Sources of Information for Libraries* is now available and will be sent postpaid for $2.75 for one copy, or for $2.25 if five or more copies are ordered at one time, from the University of Illinois Library at Urbana.

The *Outline* has been prepared primarily for use in the course on government publications in the University of Illinois Library School. In the interest of simplicity the ideal approach to the study of government documents for reference use, namely by subject-content, has been abandoned for that of source of issue. Following a short introduction which gives an outline of the printing and distribution of federal publications, a selected bibliography and a list of catalogs and indexes, the departments of the Executive Branch are treated; then come chapters on the Legislative Branch, the Revolutionary period and early Congresses, and the Judicial Branch.

Brief readable text introduces each chapter, entries include the decimal number as used in the University of Illinois library, and additional references at the end of each section guide the student to material giving a full and complete account of the history and organization of the various government bodies.

The *Outline* is clearly multigraphed on letter-size sheets making a flexible book of 169 sheets, blank on one side.

Among Librarians

Lucy B. Alverson, 1923 Western Reserve, has resigned the librarianship of the Alma (Mich.) Public Library to become librarian of the Public Library of Ravenna, Ohio.

Helen H. Aten, 1923 Wisconsin, librarian of the City and County Library, Ladysmith, has become librarian of the Manitowoc Public Library, succeeding Martha E. Pond, whose death occurred in May.

Mildred L. Batchelder, 1924 New York State, appointed children's librarian, State Teachers College, St. Cloud, Minn.

Esther Betz, 1917 New York State, appointed cataloger for the Law Library, University of Michigan.

Mrs. Sarah Hallsted Bilby, 1915 New York State, appointed librarian of the Public Library, Bexley, Ohio.

Grace L. E. Bischof, 1922 New York State, is acting reference librarian of the University of Wyoming, Laramie.

Linn R. Blanchard, 1909 New York State, head of the catalog department at Princeton University since 1921, has resigned to accept a position in the order division at the Library of Congress.

Catharine W. Bockee, 1924-1925 New York State, has been appointed assistant in cataloging, Vassar College Library.

Flora Brown, who served as assistant director of the A.L.A. Survey, has returned to the Public Library of the District of Columbia as supervisor of the central loan desk service. Miss Brown was librarian's secretary and administrative assistant in the library before going to St. Louis for work on the Survey.

Karl Brown, 1925 New York State, has resigned his position at the General Information Desk of the New York Public Library to join the University of Rochester Library.

Sarah D. Davis, 1926 New York State, assistant in charge of work with schools, Toledo Public Library, appointed reference librarian at the University of Tennessee.

Dorothy W. Curtiss, 1923 New York State, assistant librarian at the State Normal School, Genesee, N. Y., has gone to the library school in Paris as instructor in cataloging for the current school year.

Henrie-May Eddy, 1927 New York State, of the University of Tennessee Library, appointed reference librarian at the University of Florida.

Mildred R. Forward, 1917 New York State, has returned to the City Normal School Library of Rochester, N. Y., as librarian. For the past two years Miss Forward has been teaching in Burma.

Helen R. George, 1922-1923 New York State, cataloger in the Public Library of Akron, Ohio, appointed head of the order department at the New York State Library, Albany.

Dorothy L. Hawkins, 1919 New York State, librarian of the University of Delaware at Newark, resigned in September to take the advanced course in library service at Columbia University. Donald Coney, 1927 Michigan, who has already been reported as appointed to the assistant librarianship, is in charge.

Grace Hill, 1912 New York State, is in charge of the Umatilla County Library at Pendleton, Ore., during the absence of the librarian, Anna G. Hall.

Helen Iredell, 1925 Los Angeles, appointed to the Woodrow Wilson Junior High School Library, Long Beach, Calif.

Corinne Kittelson, 1910 Wisconsin, who has been cataloging at Phillips University, is now cataloger of the Oklahoma College of Women Library, Chickasha, Okla.

Esther Boyd Knapp, 1924 Washington, appointed librarian at the Walton High School, New York City.

James A. MacMillen, librarian of Washington University, St. Louis, since 1919, became librarian of the University of Louisiana, September 16.

Frances M. Meadows, 1921 Los Angeles, is now at the High School Library, Avalon, Catalina Island.

Margaret B. Martin, 1918 Washington, who has been associated with the training classes of the New York Public Library, has been appointed as assistant to the Board of Education for librarianship, at A. L. A. headquarters.

Roberta Meredith, 1917 Washington, is librarian of the University Branch of the Seattle Public Library. She has been head of the circulation department, Fresno Free Public Library.

Maud D. Merritt, 1919 New York State, has resigned her position with the New York Public Library to become first assistant in the Catalog Department of the Public Library at Buffalo.

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Marie K. Pidgeon, 1914 New York State, appointed research librarian with the Cleanliness Institute, New York City.

Marian Rawls, formerly of the Detroit Public Library, is now librarian of the Burnham Architectural library of the Chicago Art Institute.

Florence Robertson, 1923 Los Angeles, is now at the John Muir Elementary School Library, Long Beach.

Irene Scott, 1924 Los Angeles, is assistant, technology division, Denver Public Library.

Celeste Slauson, 1925 Washington, is librarian of the John Marshall Junior High School, Seattle. She has been with the schools' division of the Seattle Public Library.

Edith Snow, 1924 New York State, head cataloger at the Albany Public Library, has resigned to accept a similar position with the Public Library, Portland, Me.

Marian L. Swayze, 1927 Western Reserve, is now librarian of the technical library of the Kearny (N. J.) Plant of the Western Electric Company.

Helen Treat, 1919 New York State, resigned reference librarianship at the Oregon State Agricultural College to accept a similar position at the Washington State Normal School at Bellingham.

Ruth M. Upton, 1922-1923 New York State, appointed assistant librarian at the University of North Dakota Library.

Zaidee Vosper, formerly assistant editor of the A.L.A. *Booklist*, appointed editor. Emily Van Dorn Miller is general editor of A.L.A. publications.

Mary Eliza Wheatley, 1926 New York State, first assistant cataloger at Oberlin College Library, resigned in September to become assistant librarian at Marshall College Library, Huntington, W. Va.

Elizabeth O. Williams, 1918 Los Angeles, is now at Central Junior High School Library, Los Angeles.

Mary Whitmore, 1926 Los Angeles, is cataloger, Los Angeles high school libraries.

Blanche Williams, 1925 New York State, has resigned her position as assistant in the reference department of the Detroit Public Library to become head of the circulation department, Public Library, Racine, Wis.

The following appointments of graduates of the class of 1927 in the Los Angeles Library School have not hitherto been reported: Geneva Butler, librarian, Public Library, Baker, Ore.; Jeannette Cleave, assistant, Pomona College Library; Leah Crane, assistant, history department, Los Angeles Public Library; Evelyn Harwood, acting librarian, Occidental College Library; Marguerite Chisholm Hess, librarian, David Starr Jordan High School, Los Angeles; Marion Lawrence, assistant, Deschutes County Free Library, Bend, Ore.; Bertha Marshall, assistant, adult education department, Los Angeles Public Library; Frances Parker, assistant, Long Beach Public Library.

Appointments of the class of 1927 Carnegie Library School of Pittsburgh which have not yet been announced are: Mrs. Willie Calkins, first assistant, children's department, Public Library, Birmingham, Ala.; Lorraine Furbish, children's librarian, Rochester (N. Y.) Public Library; Phoebe Harvey, children's librarian, Public Library, Philadelphia; Marguerite Hubbell, cataloger, University of Rochester; Martha Masters, assistant, Carnegie Library of Pittsburgh; Eleanor Rogerson, assistant, Department of Work with Schools, Carnegie Library of Pittsburgh; Elizabeth Stephenson, cataloger, Tulsa (Okla.) Public Library.

Appointments of the St. Louis class of 1927 not already reported are as follows: Nada Reddish, Detroit Public Library; June Barclay and Ara Kelly, Evansville (Ind.) Public Library; Alice Monroe, Cleveland Public Library; Emily Hewitt, The Jennie D. Hayner Library, Alton, Ill.; Margaret Pease, cataloger, Public Library, Mason City, Iowa; Anne T. Harding, librarian, Benton (Ill.) Public Library; Adelaide Francis, librarian, Hosmer Hall, St. Louis; Bertha Landauer, librarian, Western Kentucky Normal School and Teachers' College, Bowling Green; Mabel B. McClure, librarian, Argo (Ill.) Public Library; Margaret Goldsby, assistant, University of Missouri Library, Columbia; Elsie Schinzel returns to the Burlington (Iowa) Public Library; Florence Wade, acting librarian, Washington Library, a branch of the Kansas City Public Library, located in Mt. Washington. Others have received appointments to the staff of the St. Louis Public Library: Mary E. Conners, cataloging department; Martha Garland, reference department; Catherine Penniman, open shelf department; Mrs. Mary E. Mars, central circulation; Nan B. Shallcross and Inis I. Smith, Divoll Branch; Lucille Runge, Carondelet Branch; Emma May Dorris, Stix Branch; Mrs. M. E. Schisler, Sherman Park Branch; Mrs. Dorothy Varney, traveling libraries Department; Naomi Barkley, Soulard branch; Dorothy Grace Beck, Children's Room, Central Building; Dorothy Somers, Ruth Shapiro and Mildred Bess, stations department; Phyllis Hackmann, Cabanne Branch.

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In the Library World

Connecticut

THE library of Albertus Magnus College at New Haven has secured an appropriation of $10,000, "which will make it possible to install the number of volumes required to accredit Albertus Magnus as a college fulfilling all the educational requirements," writes Sister M. Isabel, dean. Ellen A. Hedrick has been appointed librarian.

New Jersey

THE Trenton (N. J.) Free Public Library's twenty-seven-years' history is briefly and attractively set down in the August number of *Trenton*. Established by popular vote in 1900, the library lent to its public in its first year 186,863 volumes; last year this figure reached 618,895 in spite of the fact that no adequate branches exist. Several branches in makeshift quarters, however, are doing service and plans are being made for the erection in the near future of the first of three or four branches anticipated in keeping with Trenton's pride and purse and adapted to bring effective library service within a mile of every citizen.

Pennsylvania

FIFTY students form the twenty-seventh class of the Carnegie Library School of Pittsburgh. Twenty-one are college graduates, and fourteen academic library students, all of whom will receiev their degrees this year. This means that seventy per cent of the class either have their degrees now or will have them at the end of the course. Five academic library students are registered from the University of Pittsburgh, eight from the Carnegie Institute of Technology, and one from Seton Hill College. In pursuit of the policy for the gradual raising of standards, it was necessary to refuse admission to a considerable number of applicants. In general, the enrollment evidences a higher scholastic preparation in the students, who have come from eleven states and twenty-two colleges, including Cornell, Wilson, Vassar, University of Chicago, Pennsylvania College for Women, Pennsylvania State College, College of Wooster, University of New Hampshire, University of Texas, Kansas State Teachers College, Elmira College, Oberlin and Syracuse. A goodly proportion of students in the class have had previous experience in library work.

Ohio

THE tenth full year of service for the Lakewood Public Library was completed in 1926. During that time the original building was outgrown and an addition which tripled its capacity built, the population of the city was doubled, and the number of books sent out for home use increased 75 per cent, from 153,596 to 116,378. The first school branch was established in the new Lakewood High School in 1913, and subsequent junior high schools have been supplied with libraries. In 1921 a branch was opened on Madison Avenue to carry library privileges to the southeast section of the city. Stations are operated at Hayes School, the Telephone Exchange and the Lakewood Hospital.

THE seventy-three students registered at the School of Library Science of Western Reserve University show the following colleges and universities represented in the graduate division containing thirty students: University of Akron, Pomona (Calif.) College, College of Detroit, University of Chicago, Ohio Wesleyan University, Mt. Union College, College of Wooster, Allegheny College, Baldwin-Wallace College, St. Mary's College, Western College, University of Wisconsin, Oberlin College, Lake Erie College, Smith College, University of Nebraska, University of Michigan, University of Rochester, College for Women of Western Reserve University, Harvard University. There are two foreign students.

Cleveland College, the night extension college of Western Reserve University, gives courses in library science this session. The new librarian, Blanche V. Watts, will give instruction in the technical courses, and the course in book selection will be given by Gilbert O. Ward of the Cleveland Public Library and by other Cleveland librarians. Credit for these courses will be given by the School of Library Science of Western Reserve University for those meeting the entrance requirements.

Illinois

EIGHTY-TWO first year and twenty-five second year students make a record enrollment for the University of Illinois Library School, which has not yet moved into its permanent quarters in the second unit of the new university library at Urbana.

American Literature

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California

IN an open letter to the executive secretary of the Institute of Social and Religious Research, under whose auspices *American Agricultural Villages* was published last spring, Milton J. Ferguson, state librarian of California, points out some errors of fact and misconception of purpose in the Institute investigator's remarks on California county libraries. Mr. Ferguson writes in part:

"May I draw your attention to the section headed 'Funds' on page 219? The writer is speaking of funds for 'support,' and adds 'in the Far West, five of the nine were aided by Carnegie funds.' It may be true that five of the village libraries in the Far West studied by your field agent, are located in buildings erected some years ago from funds secured from the Carnegie Corporation. It can hardly be said today, however, that those libraries are supported partly by Carnegie funds, as no money for the actual support of the libraries has come from that source.

"On page 220 I shall pass over very briefly the first paragraph under 'County Library System,' saying only that while the system outlined seems to cover the general practices in all states having county libraries, the facts given are in some cases applicable to one state, and in others to another state, but are not, by any means, common to all.

" . . . In the remaining two paragraphs . . . I find the most glaring errors. 'Of the nine California villages studied,' says the writer, 'four have county libraries, three of which are housed in Carnegie buildings.' Evidently she means four have branches of county libraries. If so, she is wrong, because of the nine villages listed all but two have branches of county libraries. Six of the nine are housed in buildings erected from Carnegie funds. She says, 'One village has an independent town library at the county seat which gives county-wide borrowing and deposit privileges,' which at first I thought meant that one village studied was a county seat with an independent library, but as no village studied in California is a county seat, I think the meaning must be that one village is located in a county which has at its county seat an independent town library giving county-wide borrowing and deposit privileges. This statement is not true of any of the counties visited.

" 'And two have independent libraries with no county service, although one of them is in a county that has a library system.' The two that have independent libraries with no county service are *both* in counties that have county library systems.

"The conclusion on the next page that 'the system doubtless has its imperfections, as may be indicated by the fact that five of the nine California villages studied are not operating under the county library plan' would not be warranted if not a single town with a public library operated under the county library plan; because the county library system of California was not at first devised to serve people in towns having public libraries, but to serve the *rural* population without access to public libraries. The law, however, permits towns with public libraries to join county libraries. The effectiveness of the county library system is proven by the fact that fifty-six towns with public libraries have joined county libraries, solely because thus they are enabled to receive what we in California understand by the term library service. Of the villages surveyed by your agent, four are without town libraries, while five have town libraries; but *three* of these five have branches of county libraries, making seven in all that are in the county library system.

" 'Two criticisms were most frequently leveled against it. One came from the school men who had difficulty in including book funds in their budgets when a county tax had been levied for library purposes.' This latter sentence has no factual foundation; *school library funds* and county library funds come from entirely different sources. The county library ta xis levied by the Board of Supervisors. School library funds are provided by law with very definite provisions which are not affected by the levying of a county library tax. If you are interested read the chapters of our law applying to school library funds: see page 84 in Library Laws enclosed. Schools may join county libraries, turn over their funds and receive library service. . . . On July 1, 1926, 2,394 school districts out of a possible 2,802 had, individually, taken such action.

"The second criticism is not very important, nor is it altogether a fair criticism. It is true that most of the custodians are untrained, but some in the larger branches are trained, and, what has been overlooked entirely, is that all custodians are under the supervision of the state certificated trained and experienced county librarian, skilled in book selection, reference service, cataloging and other professional work and constantly supervising the branches under her care."

Washington

THE Library School of the University of Washington has opened with a registration of forty-one, which fills to capacity the quarters assigned to the school. Sixteen students are college graduates; the others have senior standing in the University of Washington; seventeen come from outside the State of Washington.

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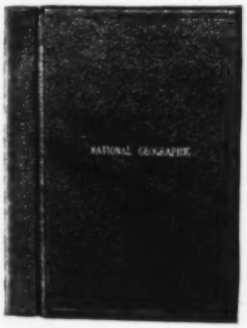

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